DOCUMENT RESUME

ED 094 500 EC 062 444

| | |
|---|---|
| TITLE | Models for Resource Rooms. |
| SPONS AGENCY | Michigan State Dept. of Education, Lansing. |
| PUB DATE | 73 |
| NOTE | 89p. |
| EDRS PRICE | MF-$0.75 HC-$4.20 PLUS POSTAGE |
| DESCRIPTORS | Conceptual Schemes; Curriculum; Diagnostic Teaching; Elementary School Students; *Exceptional Child Education; *Handicapped Children; Identification; *Models; Program Descriptions; Program Development; *Regular Class Placement; *Resource Centers; Teacher Role |

ABSTRACT

Described are five elementary level resource room models which were developed in a 1-week Michigan summer institute and followup sessions to serve special education students in regular classes. Each of the models is explained in terms of an introduction, description of the resource room setting and components, population identification, program description, teacher skills required, and program implementation. Given as an example are the following aspects included in model 1: designation of the resource room as an alternative program to serve individual students in groups of no more than eight children; use of a prescriptive approach during daily 30-minute periods; identification of children with mild handicaps such as physical or sensory impairment and/or learning problems; development of a curriculum composed of team written performance objectives for individual cognitive, affective, and psychomotor needs; a requirement that the teacher be certified in special education and be competent in areas such as diagnostic skills; and program implementation involving inservice training of regular and resource room teachers as well as communication with parents. Included in appendixes which comprise half the document are lists of books, films, and diagnostic materials; workshop materials on goal setting, decision making, interviewing, and developing of communication skills; guidelines for identification of perceptual problems and learning disabilities; directions for psychoeducational evaluation; and excerpted descriptive pages from 11 specialized diagnostic instruments. (MC)

ED 094500

# Models for Resource Rooms

East Lansing, Michigan
July 30 - August 3, 1973
October 6, November 10, February 8

Director

Mr. Thomas Caldwell
Hazel Park Community Schools
Hazel Park, Michigan 48030

Resource Consultant

Mrs. Mary Lewis, Ph.D.
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Special Education Services Area Consultant

Mr. Gene Thurber
Michigan Department of Education
Lansing, Michigan 48902

Cover Design by Judy Shepherd

EC 062444

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

## Staff Members and Editorial Board

Model 1
Dr. Edward Birch
143 Bostwick, N. W.
Grand Rapids, Michigan 49502

Model 2
Mrs. Claudia Jacobs
Capac Schools
Western Area St. Clair County
Capac, Michigan 48014

Model 3
Miss Becky Alchin
24521 Bashian Drive
Novi, Michigan 48050

Model 4
Mr. Paul Williams
Chesaning Union Schools
Chesaning, Michigan 48616

Model 5
Mr. William Kreiger
Superintendent of Schools
Mackinaw Island, Michigan 49757

## Resource Persons

Elizabeth Billingham
Learning Center Teacher
Allegan County
Allegan, Michigan

Mr. Larry Coin, Director
Southern Special Education Service Area
Portage, Michigan

Henrietta Henyon
Counsultant
Jackson Intermediate School District
Jackson, M chigan

Nadine Koogler
Learning Center Teacher
Hazel Park Community Schools
Hazel Park, Michigan

Gail Lizzet
Learning Center Teacher
Hazel Park Community Schools
Hazel Park, Michigan

Frank Maple
Professor, School of Social Work
University of Michigan
Ann Arbor, Michigan

Dr. David Newbury
Assistant Superintendent
Hazel Park Community Schools
Hazel Park, Michigan

Dr. Robert Rogers
Consultant, Reading Clinic
Oakland Schools
Pontiac, Michigan

Opal Wilk
Teacher Consultant
Hazel Park Community Schools
Hazel Park, Michigan

ARNOLD, Joan
840 Starwick Dr.,
Ann Arbor, 48105

BOLHUIS, Patricia
891 E. Hill
Muskegon, 49441

BROOKS, Joann C.
8270 Denwood
Sterling

BROWN, Lloyd
934 Woodlawn
Grand Haven, 49449

BURKE, Josephine A.
1498 16th
Southgate, 48122

DERRY, Suzanne
3001 E. Berry
Reves Junction, 49277

DUNLAP, Anne
1044 North
Battle Creek, 49417

ELLISON, Hester
1054 17th
Wyandotte, 48442

ERNST, Susan A.
8882 Evergreen
Brighton, 48823

FRAILING, Nancy
366 Lakewood Lane
Marquette, 48103

FURTWANGLER, Betty
556 Forest Lane
Parma, 49858

GREEN, Gail
15170 Park
Oak Park, 48847

GRIFFITHS, Edrea
2245 N. Zeeb
Dexter 48877

HALL, Kip
Route 1, Sandy Beach Rd.
Edwardsburg, 49449

HOWE, Donna
221 Purdy Dr.
Alma, 48801

ICKES, Mrs. B. E.
Box 747
Kalkaska, 48646

IMMER, Gretha
Box 105
Pentwater, 49449

JAMES, Jane
2439 Schaefer
Melvendale, 48122

JANSSEN, June E.
1530 Waltham
Ann Arbor, 48103

JOHNSON, Linda
17255 Burkshire
Grand Haven, 49417

KLEBBA, Nadine M.
3140 Rattalee Lk. Rd.
Holly, 48442

KREIDER, Susan
2775 Brentwood
East Lansing, 48823

KULSEA, Dolores M.
1513 Pine Valley
Ann Arbor, 48104

KYTTA, Jon
3100 18th
Menominee, 49858

LIEGL, Christine
152 Surrey Lane
Petoskey, 49770

LINDSEY James
1131 E. Center
Ithaca, 48847

MARCY, Lois
10604 W. Van Buren
Riverdale, 48877

MAYNARD, Yvonne
484 Wythe
Pentwater, 49449

MCMACKEN, Carol
8161 Twilight
Brighton, 48116

NELSON, Jennie
771 Colonial Court
Birmingham, 48009

NELSON, Lenore
2810 Manchester
Birmingham, 48008

NORDSTROM, Carolyn F.
219 W. 10th
Sault Ste. Marie, 49783

O'CONNOR, Aileen
1346 Indianwood
Lake Orion, 48035

OLFIER, Suzanne
725 Beverly
Jackson, 49203

ORR, Irene
2943 S. Herring
Arcadia, 49613

PANKOW, Loretta
1746 Chiberg
Scottville, 49454

PLANTE, Lorna
1389 Paddle Wheel Lane
Rochester, 48063

PUTNEY, Suzanne
4286 Raymond
Frankfort, 49635

SAWYER, Thomas D.
2602 Westbury
Lansing, 48906

SENGER, Lillian R.
Rt. 2, Box 48A
Wallace, 49893

SUCHER, Hilda
8200 West Outer Drive
Detroit, 48019

SUMNER, Richard
17193 Kirkshire
Birmingham, 48009

THOMPSON, Arme
293 Barberry
Jackson, 49203

WALKER Betty Lou
Rt. 2
East Jordan, 49727

WEINERT, Esther
4397 Decker
Ludington, 48431

WESTRATE, Daniel J.
1815 Pine Ct.
Grand Haven, 49417

WISINSKI, Dennis J.
3447 Yellowstone
Ann Arbor, 48105

WOOLSTON, Elois
435 Minges
Battle Creek, 49015

## INSTITUTE REPORT

This institute was offered in anticipation of a need which arose as a result of the recent development of the "resource room" concept. Resource rooms are designed to serve youngsters presently placed in self contained special education classrooms but who may be served in a general education classroom if needed supportive help is given in specific areas. Also, experience has suggested the "resource room" as a source of assistance to students presently enrolled in a general education classroom, who would qualify for special education, but not need a self-contained special education classroom program.

The intent of the institute was threefold:

(1) Provide a common frame of reference for establishing a resource room.

(2) Act as staff development seminar for participants.

(3) Produce a written document for dissemination to those persons interested in establishing resource rooms.

These goals were accomplished by:

(1) Providing 25 two member teams with background information through demonstrations, speakers, role playing, slide tape presentations and discussions.

(2) Providing work sessions for production of a document consisting of 5 models for developing resource rooms.

(3) Follow up sessions throughout the year, increasing needed skills as seen by participants and providing opportunity to explore common problems.

Upon completion of the three follow up sessions, a final draft of each of the five models was prepared. This document represents the report of the institute.

Table of Contents


| | |
|---|---|
| Institute Report | vi |
| Model 1 | 2 |
| Model 2 | 6 |
| Model 3 | 13 |
| Model 4 | 18 |
| Model 5 | 25 |
| Appendix | |
| Books | 30 |
| Films | 34 |
| Filmstrips | 34 |
| Diagnostic Material | 34 |
| Goal Setting Strategies | 36 |
| Miscellaneous Material (Diagnostic Skills) | 61 |
| Specialized Diagnostic Instruments | 80 |

RESOURCE ROOM
Model I

## I. INTRODUCTION

The composition of our small work group consisted of teachers of various experiences and backgrounds. We also had the contributions of a social worker. The following is a breakdown of our group:

| | | |
|---|---|---|
| 1 | First Grade Teacher | Rural |
| 1 | Junior High Science Teacher | Rural |
| 1 | Third Grade Teacher | Suburban |
| 1 | Resource Room Teacher | Suburban |
| 1 | Reading Teacher | Suburban |
| 1 | Type A Teacher Junior High | Urban |
| 2 | Type A Teachers | Rural |
| 1 | Social Worker | Suburban |

Our Resource Room Working Model is the result of total input from all members of the group. The recommendations expressed are a composite opinion of the group.

The resource room is designed as an alternative program to meet the special needs of students in general education.

The program is designed to meet the individual needs of students through the process of a prescriptive approach which may include remediation or enrichment. The resource room is not to replace already existing Special Education programs, but is to be an additional service.

## II. RESOURCE ROOM (PROGRAM DESCRIPTION)

A. Children should be seen on a daily basis.

B. The minimum time spent in the room should be 30 minutes per meeting.

C. The child should not remain in the resource room more than 120 minutes per day.

D. Based upon the nature of the program it is necessary to have an equivalent of at least one half day per week released time for testing, planning and communication with parents, teachers and so forth. This time could also be used as a time for Educational Planning and Placement Committee meetings.

E. One teacher who meets approval in at least one area of Special Education and a minimum of one aide shall staff a resource room.

F. There shall be no more than 6 to 8 children in the room at any one time during the day.

G. (1) The class load should not exceed 15 full time equivalency students per resource teacher and aide.

(2) The case load should not exceed 25 handicapped children per each teacher consultant.

(3) In both cases the program should be funded on teacher approval.

H. Termination of services in resource rooms should be the discretion of the Educational Planning and Placement Committee.

I. The faculty space shall include at least the size of a regular classroom.

## III. STUDENT POPULATION AND IDENTIFICATION

### A. Student Population

The population should consist of pupils with a moderate degree of physical, sensory, mental or emotional impairment, as well as those having significant learning problems, and who may make an adequate school adjustment within a regular setting if extra help is given to them and/or their teachers.

B. Identification

1. A referral may be made by anyone involved with the child.
2. The Special Education Department will designate the person who will carry out necessary diagnostic evaluation.
3. After evaluation, an Educational Planning and Placement Committee meeting should be held to determine appropriate placement for the child.
4. If the child is placed in Resource Room, the Resource Room teacher will write the prescriptive plan for the child.

IV. DESCRIPTION OF PARTICULAR PROGRAM

A curriculum plan based upon individual student performance objectives should be written by the teacher in conjunction with other school personnel for each handicapped person in accordance with his needs in the cognitive, affective, and psycho-motor domains with special attention to needs for social/emotional growth, vocational potential, language, math and reading.

V. TEACHER SKILLS REQUIRED

A. Full approval, provisional or permanent certification in one area of Special Education.

B. Teacher competencies in the following areas:

1. Diagnostic skills
2. Learning theory
3. Knowledge of materials
4. Prescription writing
5. Management skills

V. TEACHER SKILLS REQUIRED (CONT'D.)

6. Evaluation procedures

7. Knowledge of community resources

VI. PROGRAM IMPLEMENTATION

A In-service

1. Training for resource room teachers in areas of needed competencies.

2. Evidence of committment from total staff.

3. Orientation

a.) Special Services (Reading Consultant, etc.)

b.) Regular staff

4. In-service for regular teachers.

5. Training for aides.

6. In-service for resource room teachers on use of aides.

7. Parent orientation.

8. Follow-up conference between resource room teacher and regular teacher.

9. Effective communication with parents and community.

B. Pitfalls

1. "Communication Gap". It is absolutely essential that every effort be made to set up a system of communication between all persons involved with the child.

2. An educational diagnostic evaluation is an important adjunct to the psychological report and should be an integral part of all information processed by the EPPC.

RESOURCE ROOM
Model 2

Introduction

For many years educators of children with special learning handicaps have been concerned about the hiatus that existed in school programs between the class for the severely impaired and the education offered in the regular classroom. As a response to this need, the philosophy of resource rooms has been gaining more and more attention nationwide. This response has been developing over a period of time but has gained rapid impetus due to the focusing of attention by concerned groups on the desperate plight of many of their children. Educators have responded to the needs of these children through the development of the following guidelines.

I. Guidelines

The resource program may consist of a centrally located room within the school where remedial and supportive help is given, special personnel and/or consultive services provided to regular classroom teachers, and/or direct help provided to students within their classrooms.

The child for whom this service is provided may be described as "a child with a mild mental, emotional, sensory or physical handicap, or those others, whose educational or behavioral needs are not completely met by regular class programming, but could be met through resource room programming, as ascertained by the Educational Planning and Placement Committee."

II. Description of the Program

It is the recommendation of this group that the following personnel

II. Description of the Program (Cont'd.)

be considered a part of the Resource Room Program:

Full time:

1 teacher certified as a resource room teacher*

1 instructional aide

The aide would receive inservice or on-the-job training in reading and math instruction;

would be able to demonstrate ability to work with child, parents and staff;

would be able to demonstrate ability to construct teaching aids;

would be able to keep records and provide the clerical services needed by the program;

would be able to demonstrate the ability to work with small groups or individual children.

Other supportive personnel would include:

school psychologists

school social workers

speech therapists; language development specialists

health personnel

counselors

We would further recommend that no more than eight children be scheduled for any time period and that an age span of no greater than four years at any time during the school day be adhered to.

The resource teacher should have $\frac{1}{2}$ day scheduled each week and an additional planning period each day to provide time to contact parents and

II. Description of the Program (Cont'd.)

and regular teachers, observe, plan and relate prescriptive programming to those working with the child.

* see recommendations for teacher's skills

III. Identification

Could be made by regular classroom teacher, community agency personnel or the child's parents.

Basis for identification might be:

observed learning problems

observed social behaviors

awareness of physical needs

Referral

A parental conference is held to discuss the child's problem and gain the support of the parents to proceed with diagnosis. The signature of the parents initiates the referral being processed by the appropriate special service personnel.

Diagnosis

Input into diagnosis includes:

classroom observation

special testing of deficient areas

interview with the child

evaluation by appropriate "outside" agency

Placement

Occurs upon the recommendation of the EPPC, after a written prescription is developed in behavioral terms which might include goals for

III. Identification ...Placement (Cont'd.)

the child both in the resource and regular classroom.

Reevaluation

Occurs as prescribed or periodically by the EPPC as objectives are met.

IV. Curriculum

Curriculum emphasis recommended is:

PreSchool - K

sensory, motor skills

readiness skills

visual discrimination

auditory discrimination

Grades 1 - 5

language development and use

social skills

self awareness

basic academic skills

creative development

Grades 6 - 8

physical awareness and development

fine arts

homemangement skills; shop, home ec

social skills

basic academic skills

Grades 9 - 12

reinforcement of above skills

IV. Curriculum (Cont'd.)

family life planning

vocational skills

civic awareness

driver's training

V. Teacher Skills Requirements

Resource Teacher

A. A definite curriculum should be set up in colleges for Resource Teachers which would include a broad spectrum dealing with special education exclusive of physical impairments (deaf, blind)

B. Student Teaching Training should be one year in resource room under a competent teacher.

C. Demonstrated ability to work with handicapped children.

D. A background in testing and interpretation.

E. Highly skilled in individualized instruction.

F. Demonstrated leadership quality (working with staff, parents, her team)

G. Competency in developing materials and methods.

H. Teacher should be successful and experienced in working with children with problems.

VI. Equipment and Materials

We feel that due to the highly individualized instruction of any resource program a budget should reflect additional cost per child above the per child cost of the regular classroom program.

Recommended equipment and materials include:

minimum of regular size classroom

VI. Equipment and Materials (Cont'd.)

study carrels

chalk boards

bulletin boards

adequate electrical facilities

overhead projector

listening posts

reading machines

film strip projector

tape recorders

screen and drapes

language master

mirrors

8mm, 16mm projector

phonograph

work bench

sink

storage space

carpet

typewriter

VII. Program Implementation

A maximum of 20 hours per week for any child is recommended.

Preplanning which includes the referring teacher will facilitate transition between classrooms for the child.

Good public relations will include sharing goals, rationale, and

VII. Program Implementation (Cont'd.)

procedure with staff, administrator, parents and community. Program "over-sell" should be avoided. Resource Rooms are not cure-alls for educational behavioral problems.

In-service programs should be planned periodically to help regular staff develop skills and understanding in:

1. recognizing potential problems.
2. using new materials or techniques.
3. diagnosing and prescribing within their classrooms.

RESOURCE ROOM
Model 3

I. Introduction

A. The rationale for the establishment of a resource room:

1) Meet the needs of children who qualify for self-contained special education placement or teacher consultant support services.

2) Meet the needs of children in the regular classroom through remediation or enrichment as deemed eligible by the EPPC.

3) Minimize labeling and stigma of a special education placement.

4) Give the classroom teacher support in handling special problem children so they may remain in the regular classroom.

5) Act as a transition for some children from special education to general education.

B. The resource room teacher should:

1) Be able to implement an individualized program.

2) Be able to work within the framework of the school environment.

3) Be able to give and take suggestions.

4) Be able to work cooperatively with administrators, parents and teachers (good P.R. person)

5) Be able to assess educational needs and behavioral needs as well as prescribe means to achieve these needs.

C. The resource room should:

1) Supplement the regular classroom.

2) Be an alternative to a self-contained special education placement.

3) Be designed for the child with mild or moderate learning problems.

4) Offer remedial or enrichment instruction on a part-time basis.

5) Not to take the place of the self-contained special education programs. Some children continue to need the support and instructional methods that only a self-contained special education program can give.

II. Brief Resource Room (program) description

A. Designated classroom where children may come for services, staffed by resource room teacher and at least one paid paraprofessional.

B. The resource room teacher is to work in a team relationship with the general education teacher(s). He is to be familiar with the regular class activities and coordinate the special help in relation to on-going class projects. The resource room teacher should not take over for the general education teacher on a daily basis, but rather he should assist and supplement the teacher-pupil-group relationship. He may also assist the regular classroom teacher by demonstration or team teaching in the classroom, by individual or small group diagnostic teaching or direct remediation with the student, as

II. Brief Resource Room (program) description (Cont'd.)

well as diagnostic assessment of the student's strengths and weaknesses for programming purposes.

III. Resource Room student population

A. Who is served

1) Any child in transition from self-contained special education program

2) Learning disabled

3) Moderately emotionally impaired

4) Moderately mentally impaired

5) Moderately physically handicapped

6) Children from general education rooms experiencing difficulty of a temporary nature where a teacher consultant diagnostic work-up would be useful.

B. Degree of disability

Generally, those students who are mildly handicapped who benefit from help or enrichment in addition to regular classroom work.

C. How to determine Eligibility and Placement

On recommendation of the EPPC.

IV. How students should be identified

A Referral process

1) Parents and school personnel jointly begin referral process by signing referral form and request for Special Education services.

2) Special education evaluation is done.

IV. How students should be identified - Referral process (Cont'd.)

3) EPPC meeting is held.

4) Parents sign request for special education placement.

5) Placement is made.

6) Annual evaluation will be completed by EPPC.

B. Members of the EPPC

1) Resource room teacher

2) Referring teacher

3) Diagnostic personnel

4) Receiving teacher (when possible)

5) Parents

6) Administrative representative(s)

V. Description of curricular program

Curriculum as prescribed by the EPPC to meet the needs of the individual child.

VI. Recommended Teacher skills

A. Valid Michigan Teaching certificate and approval in at least one area of Special Education.

B. Experience - three years previous teaching experience, preferably one of which has been in a general education classroom.

VII. Program implementation

A. In-service training should be held for total staff in these areas:

1) Explanation of rationale (include custodial and kitchen staffs, bus drivers, aides, playground supervisors)

VII. Program implementation (Cont'd.)

2) Use of community resources (groups, volunteers)

3) Diagnostic skills

4) Writing prescriptions and evaluating progress

5) Writing behavioral objectives

6) Aide training

7) Mid-year program evaluation

8) Communications and public relations

B. Do...provide a minimum of ½ day per week for the resource teacher to coordinate the program, conduct conferences, test children; in addition to the time allowed for planning equal to that of the general education teacher.

RESOURCE ROOM
Model 4

## I. INTRODUCTION

A large group of children with a moderate degree of educational impairment and who have not qualified for special services have been the concern of both regular and special educators.

However, recently developed administrative rules for mandatory special education, P. A. 198 have made it possible for the children to receive services.

The following is a potential format for implementation of this concept.

## II. BRIEF RESOURCE ROOM DESCRIPTION

The size and facilities of a Resource Room should be comparable to those of the regular classroom. This is to include such items such as lighting, ventilation, plumbing, storage and filing areas. The room should be located in the school that houses regular education pupils of comparable age and grade levels. Special consideration should be given to make the room functional for the special needs of impaired students and to facilitate the effectiveness of the Resource Room teacher.

Provision should be made for individual and/or isolated study centers (carrels, screen, etc.). Learning Centers should be an integral part of the Resource Room's arrangement.

A wide range of learning materials is necessary. These should be correlated with and supplemental to the curriculum of the regular classroom.

It is highly important that many concrete and manipulative learning materials be a part of the resource room.

The number of students served in a Resource Room at a given time (the static load) should not exceed 6. The total caseload should not be more than 25.

The Resource Room teacher should primarily service the children in her room. Consideration for adequate time to provide consultation and/or communication with parents and teachers is generally deemed necessary.

## III. RESOURCE ROOM POPULATION

The recipients of the resource teacher's services may be determined by a number of varying factors including the availability of other special education services, school district size, and incidence rate.

Every child in need of special education services and deemed eligible by the appropriate E.P.P.C may become the charge of the Resource Teacher.

## IV. IDENTIFICATION OF STUDENTS

A Referral

Identification of persons suspected of having an educational handicap may be made by any person or agency with whom the individual may come in contact. The referral shall be made to the building principal who in turn, shall forward it to that agency designated by the Intermediate School District mandatory plan.

B Format Identification process involving the E.P.P.C.

1. Parent contact is made and written permission is given for evaluation

and testing. An explanation is given at this time to the parents of their rights and responsibilities.

2. A Special Education evaluation is made by a diagnostic team.

3. The Educational evaluation is sent to the parents, teachers and principal.

4. Educational planning conference is held with the parents, School Staff, and members of the E.P.P.C. to consider which of the Special Services available would be most appropriate for the child.

5. Parents sign request for Special Education placement and the appropriate placement is made.

6. Regular annual review of placement and progress with parent involement should be made in order to ascertain the correctness of placement and his or her reassignment.

## V. DESCRIPTION OF CURRICULAR PROGRAM

The curriculum shall provide for growth in basic communication and math skills and shall be equipped to service all learning modalities. Furthermore, the program shall be flexible and varied in order to meet the academic and social needs of all individuals.

A presciptive plan based upon individual student performance objectives shall be written by the teacher in conjunction with other school personnel for each handicapped person in accordance with his needs in the cognitive, affective, and psychomoter domains with special attention to needs for personal adjustment training, and should include pre-vocational and vocational training.

## VI. TEACHER SKILLS REQUIRED

A Certified and approved special Education teacher with 3 years experience.

B Ability to assess and diagnose academic problems; interpret diagnostic evaluations, prescribe and carry out educational programs for child commensurate with his abilities or disabilities on an individualized basis.

C Knowledge of kind of information, skills and behavior an individual child needs to know to succeed in the cognitive, affective, and psychomotor domains.

D Knowledge of classroom management techniques and the use of the same with a child in need of the program.

E Ability to work closely, effectively, and harmoniously with colleagues and the community.

F Extensive awareness of all existing instructional materials, comprehensive knowledge of specific teaching techniques and the therapeutic value of using these materials and techniques.

G Ability to utilize and direct the services of a teacher aide.

H Knowledge of outside agencies and services these children may need.

I At the secondary level, ability to give guidance, occupational planning, and assist in job placement.

## VII. IMPLEMENTING THE PROGRAM

A Orientation of Staff and Community

1. A written plan should be distributed to all administrative and professional staff personnel for study.

2. A meeting should be held to discuss the plan with the staff.

3. The plan should be communicated to the parents of children presently in programs which will be affected by the change.

4. Inform the general public via news media, service clubs, parents meetings, etc.

5. There should be plans for orientation of non-professional staff, i.e. bus drivers, custodians, secretaries, cooks, playground supervisors.

B Referral and Identification of Pupils to be served

1. Referrals will be received according to process described in section IV.

2. The Educational Planning and Placement Committee will determine and notify the staff of all students to receive services.

C Planning for Students

1. The Resource Room teacher and the regular classroom teacher will plan cooperatively the ways to meet the immediate and long range goals set by the E.P.P.C. for each student:

   a. The responsibilities of each teacher in meeting the objectives will be defined.

   b. Materials to be used will be determined.

2. Evaluation and Reporting procedures will be determined by the E.P.P.C.

   a. The tests to be used, who will administer each test, and time of testing will be set.

   b. The reporting forms, times of reporting, and person to do the reporting will be determined.

   c. The pupil's time in the Resource Room and regular classroom will be scheduled.

D. On going In-Service

1. Staff in-service should be an on-going process with as much as possible early in the school year or before schools begin Resource Room programs.

2. In-service programs may include such topics as classroom management, interpretation of test results, writing instructional objectives, description of special education terms, prescription writing, observation techniques and effects of teaching practices on child's affective domain.

3. On-going in-service for non-professional personnel should not be overlooked.

E Helpful Hints

To assure success avoid these possible pitfalls:

a. Inadequate planning

b. Non-involvement of staff

c. Non-involvement of parents

d. Failure to gain complete support of building principal

e. Staffing the Resource Room with unqualified teacher. (Don't transfer a teacher who is inadequate in another position.)

f. Non-involement of non-professional staff

g. An inflexible general curriculum

h. An inflexible staff

i. Too high expectations of the program
It will not make all children "normal"
It is not a panacea for all problems.

j. Inadequate training of aides who may work with Resource Room pupils.

E Helpful Hints (Cont'd.)

k. Lack of school time for Resource teacher to plan and confer with parents

## VII. IMPLEMENTATION OF THE RESOURCE ROOM

A prerequisite for a successful supportive Resource Room program is acceptance on the part of the administration, staff, parents of children involved, other personnel and the general public.

Procedures for implementing a supportive Resource Room must include time for explaining the rationale for change, the purpose of mainstreaming handicapped learners and the needs of these pupils.

## I. INTRODUCTION
Model 5

Up to the present time special education has provided programming for those students who have clearly defined needs and who could meet eligibility criteria. However, this often left out those students who were learning disabled and mildly impaired.

The needs of this latter group have resulted in the establishment of programs which can accommodate students who can benefit from a combination of regular and special teaching. This concept is designed to meet pressing needs of children with mild learning disabilities and those in need of enrichment classes.

The resource room is a classroom specifically designed to meet the individual needs of children through a process of either remediation or enrichment. This assumes that the resource room is complementary to and not a substitute for present special education programs.

## II. DESCRIPTION OF RESOURCE ROOM

1. The physcial structure of the Resource Room should at least equal that of the regular classroom with equipment and materials necessary to carry out the program-curriculum and meet the needs of the children being served.

2. The room should include proper lighting and ventilation in accordance with State regulations of the regular classrooms.

3. In keeping with the Resource Room philosophy, the room should have stations for academic learning and behavior training that would encourage individualized and group instruction.

DESCRIPTION OF RESOURCE ROOM (Cont'd.)

4. The Resource Room should be centrally located so that the integration procedures - which are so important to the program - can be effectively carried out.

## III. STUDENT POPULATION SERVED

1. The Type A student (E.M.I.) who is academically, socially and emotionally able to function in an integrated setting. This would not include a student who needs segregated Type A program as determined by the E.P.P.C.

2. Emotionally Impaired served according to planning committees decision. This would include the degree of the severity of the problem and capabilities of that student to function successfully in the Resource Center, and his/her ability to attain goals and objectives set by the E.P.P.C.

3. Those students who display significant learning problems that are hindering their academic, social or emotional development as determined by the E.P.P.C.

4. Other handicapped students might be placed in the Resource Center under special circumstances as determined by the E.P.P.C.

## IV. REFERRAL

I. Who may refer?

1. Classroom teacher
2. Principal
3. Counselor

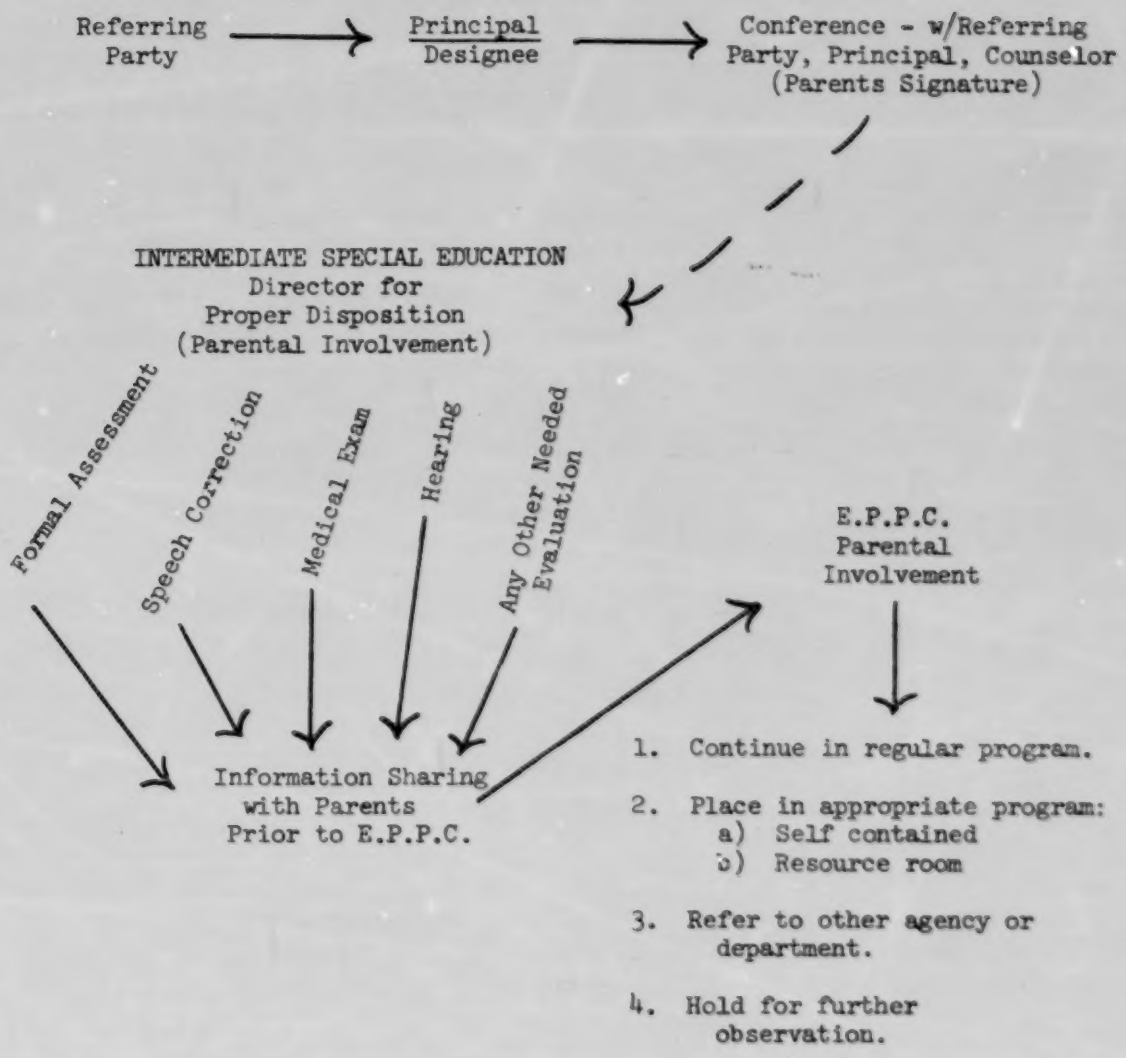
I. Who may refer? (Cont'd.)

4. Parent

5. Any other agent of the school

6. Community Agency personnel

II. To whom does he/she refer?



## V. CURRICULAR PROGRAM OF THE RESOURCE ROOM

1. One objective of the individual curriculum plan is to assist the child in developing attending behavior in order that he can function in the academic setting of the regular classroom.
2. The curriculum should be inclusive of all the subject areas of the regular school district, even though each child would not necessarily be receiving instruction in all areas.
3. The program should be individualized completely.
4. All materials should be provided that are necessary for implementation of the curriculum plan.
5. The Educational Planning and Placement Committee should set the long-term goals and designate a person to carry out the plan to insure close coordination between regular education and special education.

## VI. SUGGESTED REFERRAL TIMETABLE - 45 DAYS

1. From time of Referral to time of first contact with parents - ten days (allow parents seven days to meeting date)
2. Fifteen days for Intermediate County offices or contracted agencies to act upon referral. (15 days from date of receiving referral.)
3. Two days allowed for necessary clerical work after evaluation.
4. Seven days allowed for results to be discussed and reviewed between agencies involved in evaluation and parents.
5. Seven days allowed after results of evaluation(s) with parents for arrangements of formal E.P.P.C

Total Maximum Time - 45 days

## VII. TEACHER QUALIFICATIONS

A. General

Bachelors Degree

Valid Michigan Teaching Certificate

Approval in at least one area/phase of special education

Three years classroom experience

B. Skills

1. Demonstrate ability to write a curriculum plan in behavioral objective terms in the three domains, cognitive, affective, psycho-motor incorporating skills needed as revealed through the diagnostic evaluation.
2. Demonstrate ability to communicate with school administrator, building staff and parents.
3. Demonstrate ability to select and use materials and resources needed for implementation of individual curriculum plans.
4. Demonstrate ability to evaluate and prescribe for the educational needs of students.

## VIII. IMPLEMENTATION

Workshops should be provided for teachers of resource rooms and in-service should be provided for all school staff.

Follow up services should be provide for the teachers after attending initial workshop. (two or three times a year)

Resource room teachers should provide means for feedback concerning the program. Within building, observation should be encouraged so the regular teachers can see what is being done in the resource room.

## Books

### Special Child in the Regular Classroom

Arena, John I., Teaching Educationally Handicapped Children. San Rafael, California: Academic Therapy Publications, 1967.

Bateman, Barbara D., The Essentials of Teaching. San Rafael, California: Dimensions Publishing Co., 1971.

Becker, Wesley C., Parents Are Teachers. Champaign, Illinois: Research Press Co., 1971.

Beery, Keith E., Remedialdiagnosis. San Rafael, California: Dimensions Publishing Co., 1968.

Beery, Keith E., Teaching Triads. San Rafael, California: Dimensions Publishing Co., 1972.

Benyon, Shela Doran., Intensive Programming For Slow Learners. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Blackham, Garth J., Silberman, Adolph., Modification of Child Behavior. Belmont, California: Wadsworth Publishing Co. Inc., 1971.

Bradfield, Robert H., Behavior Modification of Learning Disabilities. San Rafael, California: Academic Therapy Publications, 1971.

Buckley, Nancy K. and Walker, Hill M., Modifying Classroom Behavior. Champaign, Illinois: Research Press Co., 1970.

Calder, Clarence R. Jr., and Antan, Elanor M., Techniques and Activities to Stimulate Verbal Learning. London: Macmillan Co./Collier-Macmillan Limited, 1970.

Carter, Ronald D., Help! These Kids Are Driving Me Crazy. Champaign, Illinois: Research Press Co., 1972.

Coon-Teters; Caughey; Petitclerc; Scagliotta; Heckelman and McQuarrie., A Development View of Children's Learning, (Reprint Collection No. 1). San Rafael, California: Academic Therapy Publications, 1969.

Emmer, Edmund T., and Millett, Gregg B., Improving Teaching Through Experimentation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1970.

Englemann, Siegfried., Conceptual Learning. San Rafael, California: Dimensions Publishing Co., 1969.

Esbensen, Thorwald., Working With Individualized Instruction. Palo Alto, California: Fearon Publishers, 1968.

Fargo, George A., Behrns, Charlene, and Nolen, Patricia., Behavior Modification in the Classroom. Belmont, California: Wadsworth Publishing Co., 1970.

Ferinden, William E. Jr.; Jacobson, Sherman and Kovalinsky, Thomas., Educational Interpretation of the Stanford-Binet Intelligence Scale Form LM and the Illinois Test of Psycholinguistic Abilities. Linden, New Jersey: Remediation Associates, 1970.

Ferinden, William E. Jr., and Jacobson, Sherman., Educational Interpretation of the Wechsler Intelligence Scale for Children (WISC). Linden, New Jersey: Remediation Associates, 1969.

Gaddis, Edwin A., Teaching the Slow Learner in the Regular Classroom. Belmont, California: Fearon Publishers, 1971.

Haring, Norris G., Attending & Responding. San Rafael, California: Dimensions Publishing Co., 1968.

Homme, Lloyd; Csanyi, Attila P.: Gonzales, Mary Ann, and Rechs, James R., How To Use Contingency Contracting In The Classroom. Champaign, Illinois: Research Press, 1969.

Karnes, Merele B., Helping Young Children Develop Language Skills: A Book of Activities. Arlington, Virginia: Council for Exceptional Children., 1968.

Lavaroni, Charles W., Humanity. San Rafael, California: Dimensions Publishing Co., 1970.

Lee, Dorris M., Diagnostic Teaching. Washington, D. C.: National Education Association, 1966.

Lundell, Kerth T., Behavior Contracting Kit. Linden, New Jersey: Remediation Associates, Inc., 1972.

Madsen, Charles H. Jr., and Madsen, Clifford K., Teaching/Discipline. Boston: Allyn and Bacon, Inc., 1970.

Mager, Robert F., Developing Attitude Toward Learning. Palo Alto, California: Fearon Publishers, 1968.

Mager, Robert F., Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962.

Michigan Department of Education., The Common Goals of Michigan Education. September, 1971.

Munkres, Alberta., Helping Children In Oral Communication. New York: Teachers College Press., 1967.

Murphy, Patricia., A Special Way For The Special Child. San Rafael, California: Academic Therapy Publications, 1971.

Patterson, Gerald R., and Gullion, Elizabeth M., Living With Children. Champaign, Illinois: Research Press Co., 1968.

Scagliotta, Edward G., Initial Learning Assessment. San Rafael, California: Academic Therapy Publications, 1970.

Smith, Judith M. and Smith, Donald E., Child Management - A Program for Parents and Teachers. Ann Arbor, Michigan: Ann Arbor Publishers, 1964.

Smith, Judith M., and Smith, Donald E., Classroom Management. New York, New York: Learning Research Associates, Inc., 1970.

Stuart, Richard B., Wolpe, Joseph W., Trick or Treatment: How and When Psychotherapy Fails. Champaign, Illinois: Research Press, 1970.

Sulzer, Beth and Mayer, G. Roy., Behavior Modification Procedures for School Personnel. Hindsale, Illinois: Dryden Press, Inc., 1972.

Valett, Robert E., Effective Teaching. Belmont, California: Fearon Publishers, 1970.

Washington, Eva., Expert Teacher Action Program. Belmont, California: Fearon Publishers, 1968.

Westerman, Gayl S., Spelling & Writing. San Rafael, California: Dimensions Publishing Co., 1971.

Wold, Robert M., Screening Tests to be Used By The Classroom Teacher. San Rafael, California: Academic Therapy Publications, 1970.

Wood, Nancy W., Verbal Learning. San Rafael, California: Dimensions Publishing Co., 1969.

## Films

Why A Boy Can't Learn

Engineered Classroom

## Filmstrips

A Walk In Another Pair of Shoes

## Diagnostic Material

Peabody Individual Achievement Test - American Guidance Services, Inc., Publisher's Building, Circle Pines, Minnesota.

Key Math-Diagnostic Arithmetic Test - American Guidance Services, Inc., Publisher's Building, Circle Pines, Minnesota.

Slosson Intelligence Test for Children and Adults, Slosson Educational Publications, 140 Pine Street, East Auroa, New York.

Slosson Oral Reading Test, Slosson Educational Publications, 140 Pine Street, East Auroa, New York.

Pupil Rating Scale (Screening for Learning Disabilities-Myklebust) Grune and Stratron, New York.

Preschool Inventory-Cooperative Tests and Services, Educational Testing Services, Princeton, New Jersey.

(Diagnostic Material Cont'd.)

Slingerland Screening Test for Identifying Children with Specific Learning Disability, Educators Publishing Service, Cambridge, Mass.

Engelman Basic Concept Inventory, Follett; Educational Corporation, Chicago, Illinois.

Peabody Picture Vocabulary Test, American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota.

Psychoeducational Inventory of Basic Learning Abilities - Valet, Fearon Publishers, Palo Alto, California.

Screening Test for Auditory Perception, Academic Therapy Publications, San Rafael, California.

AUGUST
1973

# A ONE-DAY WORKSHOP ON GOAL SETTING

SEE IT
TRY IT
DO IT

Professor Frank F. Maple

GOAL SETTING WORKSHOP
by
Professor Frank Maple
4063 Frieze Building
(313) 764-5392

## Introduction

You will be participating in a one day workshop designed to help you increase your ability as a helping person to effectively interact with others. The workshop institute focuses on:

1. Communication Skills
2. The Process of the Interaction
3. Affective influences in Communication

   Worker Style

   Worker Expectations

The workshop will follow the pattern shown in the overall design described below.

## Overall Program at a Glance

I. Pre-Workshop Activities

A. Read pages 1 to 15 in this handout before 9:00 am Wednesday, August 1st. (This will save the day for seeing demonstrations and practicing the skills involved)

B. If time allows, read this entire handout.

II. Attend Opening presentation - 9:00 am Wednesday Aug. 1.

A. The workshop will follow the flow chart on page 7 in this handout. Every minute is carefully planned to optomize learning. You will not feel rushed nor will you feel time is wasted if we can stick to the schedule.

B. When individual learning problems arise, don't hesitate to draw them to the attention of the workshop leader. He is available at all times to assist you in achieving the goals described in this material.

GOAL SETTING INCLUDES:

I. Verbal Specifying of Desired Goals

II. Verbally Outlining a Plan to Obtain Some or ALL of One Goal

III. Verbally Specifying Guidelines for How the Plan Will Be Implemented

IV. Writing a Memo Which Outlines the Plan and the Guidelines

V. Obtaining Verbal Commitment to the Plan and the Guidelines

A ONE-DAY WORKSHOP ON GOAL SETTING THROUGH SHARED DECISION MAKING

Workshop leader: Frank Maple

Participants in This Workshop will learn:

1. Communication Skills which influence the effectiveness of goal setting.

11. A process for goal setting called "Shared Decision Making".

111. The products of goal setting called "Goal path memos".

1V. Additional applications of the process and the products.

## USES OF GOAL SETTING

_____ One teacher thinking about Goals for one unit of learning

_____ A small Group of Teachers discussing common Goals for one Group of students (advanced placement, special education) or one subject matter area

_____ team teaching

_____ in problem solving discussions

_____ lounge discussion

_____ school policies and practices

_____ committee meetings

_____ family decisions

## WORKSHOP LEARNING DESIGN

The way we work together today should serve as a model for effective learning. You should be able to demonstrate mastery of a few desired behaviors by the end of the day which you are commited to use in the future.

You may believe I'm crazy to say you can learn something you can really use in one day. However, I am crazy enough to believe this because my experience shows you can learn rapidly in the right learning environment.

The learning structure for achieving mastery can be stated in three words

demonstrate
prompt
release

Stated another way:

show learners
help learners
let learners do

There are many ways to handle demonstrations. I will show you the complete task when I perform it. I will show you how a learner in another workshop performed goal setting. Together we will critique the Good and bad points of each demonstration. Finally we will be looking at samples of some of you performing Goal setting interviews. Lastly, we will look at the stages of Goal Setting.

To fulfil the helping function I will provide you with relevant reading material and such aids as diagrams and critique forms. Whenever possible I will coach groups during our simulated practice sessions. Practice will involve one teacher helping a second teacher set goals for some aspect of classroom work. A third teacher will serve as observer.

Obviously release will come at the end of the day, when we will talk about applications of your learning in actual life situations. Hopefully commitment to use will be made by many participants, and some provision will be made for obtaining feedback on how effective you are in the effort.

BEST COPY AVAILABLE

SUMMARY

Goals for this one day workshop

1. It must obtain the active involvement of participants

2. It must give clear direction to your learning and living behaviors

3. It must provide feedback on your progress toward mastery of goal setting behaviors

4. It must provide opportunity to demonstrate mastery

5. It must support what is learned

6. It must identify the value of what is learned

## WHY LEARN TO SET GOALS?

Are you frustrated at committee meetings?

Goal setting is being used to enhance decision-making in Groups

Do you think you lack problem solving skills?

Training in problem solving has reduced from 2 days to 45 minutes the time several experimental groups required to find an acceptable solution to a problem.

Do you believe most students are not accustomed to precision in language?

Goal setting teaches people to talk more precisely

Do you want your students to think more in your classes?

Goal setting requires students to think more precisely which leads to motivation to think for themselves.

Would a Goal of helping you become more effective in interpersonal situations be valued by you?

Goal setting trains you to listen effectively, communicate quickly but with empathy, so that interpersonal situations are more enjoyable.

WORKSHOP FLOW CHART

BEST COPY AVAILABLE

Participants will

| | |
|---|---|
| _____ Hear a | presentation on What's going to happen today. |
| _____ Read | Communication Skills Handout -- Discussions will follow reading. |
| _____ See | Demonstration of Use of Communication Skills in a Video Tape of a student Goal setting interview. |
| _____ Read | Handout on Goal Setting Process - Discussion will follow reading. |
| _____ See | Demonstration of Use of Goal Setting Process - Video tape of a teacher interview - watch and discuss. |
| _____ join | a Triad for Practice Session 1 - Operate brief planning session |
| _____ Take | a Break |
| _____ Operate | Practice Session 1 |
| _____ Have | Lunch |
| _____ participate | in Critique of a Video Tape of a Practice Session |
| _____ Operate | Practice Session 11 |
| _____ Operate | Practice Session 111 |
| _____ Observe | Live 5 and 10 minute demonstration interviews done by workshop leader. |
| _____ identify | Other Applications |
| _____ Identify | Follow-up Learning Needs. |

## GUIDELINES FOR EVALUATING SHARED DECISION MAKING TRANSACTIONS

Your goal in Shared Decision Making is to complete the following steps. Do not regard the checklist as a rigid, step-by-step process, but rather as a guide to evaluating an effective, systematic transaction. When you conduct your self-critique, the checklist should help you analyze more carefully what went on in (and who went right or wrong in) the transaction.

| | |
|---|---|
| _____ Step 1 | List one or two ball park goals |
| _____ Step 2 | Select one Goal and try to restate a little more clearly |
| _____ Step 3 | Describe the behavior(s) to be achieved when the goal is achieved (identify able performances) |
| _____ Step 4 | Identify two or more overall approaches and the pros and cons for each |
| _____ Step 5 | Select an approach |
| _____ Step 6 | Develop a specific action plan with responsibilities assigned |
| _____ Step 7 | Obtain commitment to implementing the plan |
| _____ Step 8 | Arrange next steps |
| _____ Step 9 | Self-critique of Interview |

The interviewer answers 4 questions
What did I do well
What would I do differently
What particular parts of the interview do I want to know how the interviewee felt as that particular moment.
Did this interview enhance my relationship with the interviewee.

## SAMPLE INTERVIEW

In the following example of shared decision making, the interviewer should use most of the major skills you will learn in this workshop.

### Background-Information

Time: Early in February
Agency: A Senior High School in an academically-oriented community
Interviewer: Bill Miller Science Department Head and science teacher at this school.
Teacher: Jim Shaw, Biology, Earth Science, Conservation

Situation: Jim Shaw has requested a meeting with Bill Miller because he has some questions about pupils in his conservation class who are doing little or no school work. Jim has just arrived at Bill's office.
The discussion proceeds as follows:

Bill Miller: Come In Jim. Pull up a chair.

Jim Shaw: Thanks, Bill. I've been troubled by a large number of kids in my conservation class who won't do any work, and I finally decided it might be helpful to talk it over with you.

Bill: I'd be glad to try and help. Can you tell me more about the situation?

Jim: Well, they just aren't motivated to do any work. Other teachers complain about them, too. You know conservation is a dumping ground for kids and school doesn't know what else to do with. If they need a credit for graduation they stick them in with me and hope I can get them through.

Bill: Yes, I know that is one reason kids are put in your course. Can you give me an example or two of what kids would do when they act in a motivated way.

Jim: Oh, I see. Well, I can't get the kids to complete their field projects, and I can't even get them to participate in class.

Bill: Oh, in other words participation in class discussions and turning in completed field projects are what motivated pupils do?

Jim: Yes, that's right. In this class it doesn't seem to make any difference what I do, they just sit like dead fish when I ask for questions.

BEST COPY AVAILABLE

Bill: I wonder if we have inadvertently led the pupils to believe we wanted them to sit quietly and not participate as they went through school? Let's look at how you communicate your expectations for participation to your pupils now, Jim.

Jim: Well, I set up a contract plan when class started in January with incentives for completing projects, but I didn't connect classroom participation into it in any way. I guess I thought they would participate because of the fun getting involved in discussing anything. After all, all teenagers like to talk, and this gives them a chance to show that they know a little about something!

Bill: Well your incentive plan may need simplifying or clarifying, if it's not working. If the overall class is mainly concerned about getting only a passing grade, then they would...

Jim: (Interruption)
They'd sit and do as little as possible, and they'd avoid participating because that might expose their ignorance!!!

Bill: Such a fear may be a factor. Is there anything else you can think of that might affect the situation?

Jim: Yeah, one kid told me that he and his buddies figure doing nothing is how to bug the teacher the most. He said, "If we work hard the teacher feels good and takes credit for getting us to work."

Bill: That seems like an important new piece of information. Could we say, then, that the approach of asking pupils to put out for us is upsetting the pupils since there is no way for them to receive credit for working themselves. We need to figure some way to provide for learning opportunities that will help pupils demonstrate their own success.

Jim: I really feel sorry about this, Bill, because I can see now that much of the situation is my fault. I was so concerned about my own immediate problem of getting pupils to work that I didn't think any plan through.

COMMUNICATION SKILLS WHICH INFLUENCE
EFFECTIVENESS OF GOAL SETTING

1. Attending to the interviewee through use of Body, Fact and Eye Control

Particular attention should be given to the management of physical gestures, head nodding, body posture and orientation, physical distance, facial expressions and eye contact.

2. Use of short, concise verbalizations

Learning to time the onset of verbalizations and to control the length, frequency and rate of verbalizations.

3. Minimal Attending and Listening

Learning a repertoire of minimal verbal and non-verbal reactions designed to encourage boundaried talk (e.g., recognition responses, minimal verbal encourages, agreement responses).

BEST COPY AVAILABLE

## COMMUNICATION SKILLS

1. Attending to the Interviewee through use of Body, Face and Eye control.

Good attending behavior demonstrates to the interviewee that you respect him as a person and that you are interested in what he has to say. By utilizing attending behavior in enhancing the interviewee's self respect and to establish a secure atmosphere, the interviewer facilitates free expression of whatever is on the interviewee's mind.

The following are in three primary types of activities which best characterize good attending behavior:

A. The interviewer should be physically relaxed and seated with natural posture. If the interviewer is comfortable, he is better able to listen to the person with whom he is talking. Also, if the interviewer is relaxed physically, his posture and movements will be natural, thus enhacing his own sense of well-being. This sense of comfortableness better enables the interviewer to attend to and to communicate with the interviewee.

B. The interviewer should initiate and maintain eye contact with the interviewee. However, eye contact can be overdone. A varied use of eye contact is most effective, as staring fixedly or with undue intensity usually makes the client uneasy. If you are going to listen to someone, look at them.

C. The final characteristic of good attending behavior is the interviewer's use of comments which follow directly from what the interviewee is saying. By directing one's comments and questions to the topics provided by the interviewee one not only helps him develop an area of discussion, but reinforces the interviewee's free expression, resulting in more spontaneity and animation in the interviewee's talking.

In summary, the interviewer's goal is to listen attentively and to communicate this attentiveness through a relaxed posture, use of varied eye contact, and verbal responses which indicate to the interviewee that he is attemtping to understand what the client is communicating. Specific behaviors which may be utilized are the following:

1. Relax physically; feel the presence of the chair as you are sitting on it. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a good deal, feel free to do so at this time.

2. Use eye contact by looking at the person with whom you are talking.

3. Follow what the other person is saying by taking your cues from him. Do not jump from subject to subject or interrupt him. If you cannot think of anything to say, go back to something the interviewee said earlier in the conversation and ask him a question about that. There is no need to talk about yourself or your opinions when you are attending.

BEST COPY AVAILABLE

2. Use of Short, concise verbalizations:

A final point is to respect yourself and the other person. Ask questions or make comments about things that interest and seem relevant to you. If you are truly interested in what is being said, attending behavior often follows automatically. To listen effectively, make short verbal inputs that build on what the interviewee has said. Avoid long verbalizations. This means avoiding long silences too, so that neither party is wondering what the other is thinking. But remember, the more interested you are, the harder it sometimes becomes to keep yourself quiet and listen to the other person.

3. Minimal Encourages to Talk

Once the client has been helped by the interviewe's attention and open-ended questions to begin telling his story, the interviewer's task is to facilitate his continuing to talk. The interviewer really needs to say very little in order to encourage a client to continue talking, elaborating, and explaining.

Simple "um-humm's," repetitions of one or two words from what he just said, one-word questions, such as "Then?" are often sufficient. The word "minimal" refers both to how much the interviewer says, which can be very little, and to the amount of direction or intervention he imposes on the content and flow of the interview.

This technique presupposes that the interviewer has tuned in to what the client is discussing. Minimal encourages to talk should follow directly from what the interviewee has just said. When used correctly, the interviewee, although maintaining control of the interview in what he is talking about what he wants to discuss, is forced to elaborate, explain, and to take a more in-depth look at his problem.

Interviewer actions should focus the discussion. Assertive interruptions should be used when the interviewee is going on at length, giving you more data than you can understand. Body signals such as holding up a hand are useful here, along with words like - whoa, hold it.

More examples of the type of comments described by the title "minimal encourages to talk" are the following.

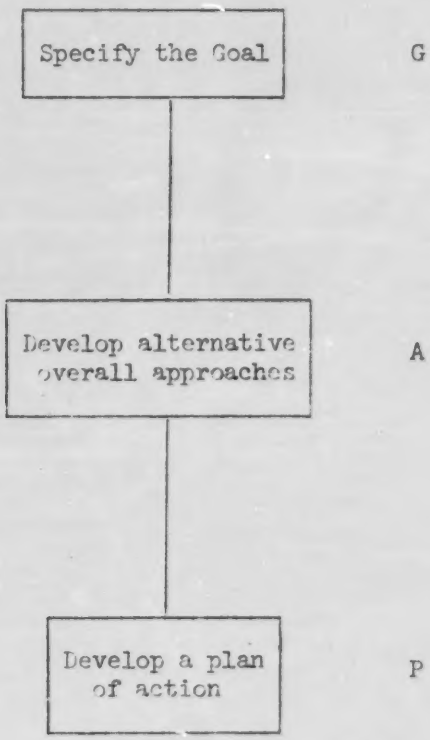
1. "Oh?" "So?" "And?"
2. The repetition of one or two key words.
3. "Tell me more."
4. "How did you feel about that?"
5. "What does that mean to you?"
6. "Umm-Hummm."

Too many counselors are unaware of the power and importance of minimal encourages. As such, they are unaware of how they may unconsciously influence the direction of interviewing sessions. An understanding of minimal encourages should lead to the more self-awareness on the part of the interviewee.

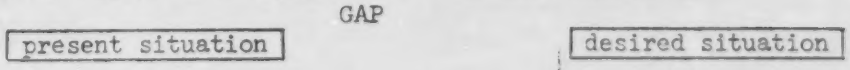
BEST COPY AVAILABLE

# SHARED DECISION MAKING
## A SYSTEMATIC APPROACH TO SETTING GOALS

You are about to cover material designed to increase the efficiency and the effectiveness of any interpersonal transaction in which the participants are trying to set goals. The approach utilized in this material is described in the chart below.




A Gap is the distance between What Is and What Should be



BEST COPY AVAILABLE

## An Outline for Goal Setting

1. The teacher utilizes the maximum level of pupil motivation to state his or her Gap by opening with a question which draws out what the pupil wants to talk about in this session.

2. The teacher follows up the pupil's opening statement with a general question designed to obtain more information about the pupil's concern for the way things are.

3. The teacher prevents premature closure on the first Gap presented by asking for another area of concern about a present situation and a desired state.

4. The teacher and the pupil collectively agree to focus upon one Gap today by selecting (from the two or three Gaps presented) the one which meets two criteria:
   a) it can be successfully resolved
   b) the resolution of this problem is important to the pupil.

5. The teacher guides the first phase of the interview so that:
   a) obstacles to solutions are not discussed in this phase of the interview
   b) problem talking time is minimized by changing the problem statement into clear specifications (behaviorally specific objectives) as to what the decisions have to accomplish that the worker and the pupil will make today.
   c) the teacher quickly moves to identifying two or three alternative approaches designed to achieve the goal selected. One overall approach is selected from the following criteria:
      1. It seems to be the right approach after the pro's and con's of each approach have been spelled out.
      2. It has not been selected because it is the most acceptable approach (compromises are made later--not now).

6. The teacher and the pupil must now convert the decision to one overall approach to a plan of action.

7. Finally, the plan of action must include specified means for ascertaining progress and modifying procedures based upon progress results.

COMMUNICATION SKILLS WHICH INFLUENCE EFFECTIVENESS OF GOAL SETTING

The first three skills listed below are review of the first handout and I want to add two more and describe them in detail on the following pages.

1. Body, Face and Eye Control

   Particular attention should be given to the management of physical gestures, head nodding, body posture and orientation, physical distance, facial expressions and eye contact.

2. Temporal Control of Verbal Utterances

   Learning to time the onset of verbalizations and to control the length, frequency and rate of verbalizations.

3. Minimal Attending and Listening

   Learning a repertoire of minimal verbal and non-verbal reactions designed to encourage "boundaried talk" (e.g., recognition responses such as I see, go on, minimal verbal encourages, agreement responses).

4. Discriminating between attending behaviors and behaviors which limit communication when it is appropriate. For example, I think I understand: okay, I've got your meaning; I with what you're saying now.

5. Substantive Attending and Listening

   Learning a repertoire of more substantive verbal and non-verbal reactions designed to encourage "boundaried talk"* and foster information clarity and organization (e.g., summarization of content, paraphrasing, questioning).

*(Boundaried talk is talk focused on one topic, sometimes called "Keeping the learner on the track")

BEST COPY AVAILABLE



In following the Goal Setting process, the interviewer may find that the interviewee presents material which is irrelevant to the purpose of the interview. There may also be much that is highly relevant, but the material is presented in a fragmented or disorganized manner. The interviewer must then assume the responsibility for:

A. Eliminating the material which is not useful for the current interview.

B. Highlighting the material which is useful for the interview.

C. Coordinating the material which both interviewer and interviewee feel is relevant and necessary for arriving at a shared decision.

Two interviewing techniques which may help to bring an interview into focus are paraphrasing (restatement) and summarization of content:

A. Paraphrasing

Three things may be accomplished simultaneously through paraphasing, or restating, the interviewee's comments:

1. The interviewee's thoughts, ideas, comments, and feelings may be crystallized and encapsulated.

2. The interviewer can check out his accuracy in perceiving what the interviewee actually means.

3. The interviewer lets the interviewee know that he is listening and comprehending.

Examples:

1) Interviewee: Whenever Don and Bill start acting up and driving me crazy, their father just tunes them out or tells me to take care of it.

2) Interviewer: Your husband's not giving you any support or help in handling the boys.

B. Summarization of Content

Summarization in interviewing is used to clarify, condense, and recapitulate what has been said by the interviewee. Its aims are those of paraphrasing, in addition to:

1. Stimulating further exploration of a relevant subject.
2. Coming to some agreement about and assessment of what has been said, so that the interview can progress to the next step.

Example:

During step one of the SDM, the interviewee has presented a number of family problems in a rather emotional, distracted, incoherent fashion. The interviewer summarizes as follows:

> "Then as I understand it, you are having discipline problems with your two boys, the school is threatening to expel Don, and his older Brother, Bill, is already in trouble with the Juvenile Court. Your husband's not been much help, and you're feeling anxious, and even a little scared."

The difference between paraphrasing and summarizing is usually temporal. That is, we paraphrase shorter units of material, such as a sentence or paragraph. Summarization covers longer units, such as several paragraphs, a definable phase of an interview, or an entire interview. Ordinarily, one might not need to summarize an entire interview; this kind of summarization is often useful in closing or opening a session in on-going interview situations.

QUESTIONING

One of the difficulties of asking questions in interviewing is that the worker is placed in the role of authority by virtue of the fact that he/she initiates the communication. Because Goal setting emphasizes collective agreement between interviewer and interviewee at each phase of the interview, it is particularly important that the questioning process reveal the interviewee's thoughts, ideas and experience. Skill in utilizing question-asking as a means to involve the interviewee in problem solving can be increased by avoiding and/or using the following types of questions.

Open vs Closed

Open questions tend to be broader in scope and invite widening of perception on the part of the interviewee. They solicit the views and the opinions of the interviewee rather than calling only for cold, hard facts.

Example: "Can you tell me anything more about the problem?"
rather than
"You have a lot more to say about the problem don't you?"

Direct vs Indirect

Direct questions are straight queries, whereas indirect inquire without seeming to do so. The latter show interest, but place more of the burden on the interviewee.

Example: "What do you think is going on in the class, Jim?" (Is too direct)
"I'd be interested in hearing how things are going in class?"
(indirect and much better)

At different phases in the interview one of these two types of questions may seem more appropriate. The indirect question would perhaps be more helpful in the phases where several problem areas and several alternative approaches are discussed.

Double Question

They limit the interviewer to one choice out of two and tend to confuse the interviewer and interviewee.

Example: "Within those two restrictions what do you think you can do about the problem?"
rather than
"Do you want to revamp your incentive plan or increase the per cent of credit for class participation to involve more student actively in the course?" (double)

BEST COPY AVAILABLE

## SHARED DECISION MAKING
## RIGHTS AND RESPONSIBILITIES

| Interviewee | Interviewer |
|---|---|
| 1. Is the expert on the problem | 1. Is the judge of whether this is the right time, the right place, the right persons. |
| 2. Is the judge of which problem is worth working on. | 2. Is the judge of whether the transaction is going well. |
| 3. Verifies the usefulness of achieving the objective as stated. | 3. Is "in charge" of plotting the progress of the transaction. |
| 4. Is the best person to give the first ideas about how to achieve the goal after it has been clearly stated. | 4. Participates in evaluating the overall approach by sharing outcomes from similar efforts. |
| 5. Is the judge of which is the best overall approach. | 5. Has the last word on his own involvement in the plan of action |
| 6. Is the implementer of the major aspects of the plan of action. | 6. Functions as a "time keeper" as a means of guiding progress toward the development of a plan of action. Here you assertively interrupt to maintain focus. |

As a result of completing this program you should be able to increase the behaviors identified in the right hand column below, and decrease behaviors in the left hand column.

| Untrained | Trained |
|---|---|
| 1. Makes early value judgements. | 1. Defers judgements. |
| 2. Uses questions to obtain new information you feel is needed. | 2. Uses questions to check own understanding. |
| 3. Tends to push own points or ideas. | 3. Listens effectively as evidenced in paraphrasing and verifying. |
| 4. Leaves direction of verbal interaction fuzzy. | 4. Stipulates what is going on - where the interview is - where it needs to go. |
| 5. Begins to develop an action plan without thoroughly evaluating advantages and disadvantages of each approach. | 5. Helps quantify some possible consequences of various actions. |
| 6. Selects the approach <u>for</u> the interviewee. | 6. Only expresses his or her attitudes toward any approach as part of the evaluation process. |
| 7. Offers a "anned" planned goal path often used with other consummers. | 7. Insists that a clear, step by step process is spelled out for implementing the plan of action. |
| 8. Uses poor communication skills in the self critique so that little valid and useful information for future improvement is generated. | 8. Gains useful information from the self critique. |

Review

## VERBAL ATTENDING BEHAVIORS

1. Verbal attending behaviors have several functions:
   A. They facilitate the development of the interviewer-interviewee relationship. Through attending behaviors the interviewer indicates his interest in, and responsiveness to, the interviewee and his concerns.

   B. The interviewer who is attending closely to the interviewee and his words is enabled to do a quicker, more thorough, job of fact-gathering.

   C. The interviewer's attendance can be a positive reinforcer for the interviewee to continue speaking and to amplify, in areas about which the interviewer would like more information or expression of feeling.

II. The verbal attending behaviors upon which the goal setting process focuses on are:

   A. Minimal encourages to talk.
   The purpose of this technique is to help the interviewee to keep talking, explaining, and elaborating. It is often accompanied by a non-verbal encourage, such as a smile or head nod.

   Examples:
   "Good," "I see," "uh-huh, ""fine," "yeah," "um-hum"

   B. Verbal following.
   This is the interviewer's response to what the interviewee has just said, indicating that he (interviewer) has understood what has been said, and is encouraging the interviewee to continue. In verbal following, it is important that the interviewer refrain from introducing new subject matter.

   Example:
   Interviewee: "I never got to discuss it with him because there were always too many people around him."

   Interviewer: "Too many people around him?" or "Tell me about the people."

# NONVERBAL COMMUNICATION SKILLS

Sigmund Freud once wrote: "No mortal can keep a secret. If his lips are silent, he chatters with his fingertips; betrayal oozes out of him at every pore." What Freud meant was that our body movements reveal our thoughts and feelings without our being aware of it. Or to put it another way, a person's body movements may contradict what he is saying with his tongue.

Nonverbal language is the voice of the unconscious; it is spoken by eye movements, muscle tension, brow pinches, change in skin color or breathing rate. A raising of the eyebrows, a brush of the hand, a shifting of the eyes or of one's position in the chair are just a few examples of the body's statements which are generally considered random but which are actually confirmations or contradictions of what is being said with words.

Three distinct nonverbal communication modalities - body motion or kinesic behavior, paralanguage, and proxemics - have received considerable attention by researchers in the last decade. Kinesic behavior includes gestures, facial expression, eye movement and posture. Paralanguage deals with voice quality, timbre, and non-language sounds such as laughing, yawning, grunting. The "use of social and personal space and man's preception of it" (Hall, 1966) is the concern of proxemics.

From the above communication factors, several behavioral components have been found to enhance attending and listening in interview situations. Attention will be given in training sessions of two (2) specific skills - postural position and relaxation and eye contact.

Postural position and relaxation: Unless the interviewer is relaxed, he will find it difficult to focus on the client. In behavioral terms, this suggests that the interviewer sit straight in his chair, neither slouching nor stiff. His arms and hands should be still and free of tapping, jerking, "twiddling" and distracting motion. Recent studies in the field of communication consider an open arm position in seated communication an index of relaxation also.

Eye contact: By this we mean a natural looking at the client, not fixed or continual staring. Several functions of eye contact in the communication process have been illustrated by research efforts of Hall and Scheflen. Eye contact regulates the initiation and termination of verbal interchange. It may increase verbalization on the part of the client when accompanied by other warm nonverbal cues such as more forward leaning, and more frequent smiling.

It is well to remember that body movements or position in and of themselves have no precise meaning. Interpretation of body language is only true in the context of the entire behavior pattern. Body language and spoken language are dependent on each other.

MISCELLANEOUS MATERIAL

PERCEPTUAL PROBLEMS
DIAGNOSIS AND REMEDIATION

In the evolution of perceptual-conceptual development there are seven identifiable problems which may develop.

PROBLEM TYPE I

Visual-Motor Perception Disability (Auditory Learner)

Observable Characteristics:

- Reversals of b, d, p, q, u, n, when writing beyond seven or eight years of age.
- Inversion of numbers.
- Mixed dominance.
- Awkward motor movements and poor coordination.
- Hyperactive coupled with perseverative.
- Cannot respond correctly on paper although evidences verbal knowledge.
- Terrible handwriting, artwork, drawing.
- Standardized tests' records poor.
- Poor knowledge of time and space. Gets lost easily - can't tell time.
- General evidence of visual problems.

Techniques to Try:

- Phonics
- Much oral expression
- Reduce extraneous variables in environment
- Give book marker
- Use taped lessons and accept oral answers
- Teacher act as secretary
- Give visual-tracking exercises
- Use Frostig and Smith form reproductions also Lipincott Readiness materials
- Encourage verbalization and record these i.e. try Language Experience approach.
- Encourage positive self concept
- Work with stereo reader from Keystone Co.
- Use flannelboard matching activities and others

PROBLEM TYPE II

Auditory-Vocal Perceptual Disability (Visual Learner)

Observable Characteristics:

- Speech problem
- Mixture of sound sequences
- Uses small words incorrectly
- Appears inattentive
- Watches adults closely and keeps eyes on lips
- Seems shy, rarely talks in class
- Responds in one word sentences
- Follows instructions better after shown
- Cannot learn through drill such tasks as alphabet, numbers, addresses, et
- Seems less intelligent than measured I.Q.
- Does more things than you would expect, i.e. fixes electrical cords, puts puzzles together, figures on abacus, etc.

Techniques to try:

Look-say word method
Sight word vocabulary
Flash cards
Configurational clues
Context clues
Work with gross auditory discriminations of sounds and objects
Work with gross visual discriminations also
Use Gillingham Method.
Approach child simultaneously through all possible senses - let him see, hear, feel, and make at same time.
Use puppets similar to those in Peabody Language Kit.
Use Sounds and Patterns of the Language by Holt, Rhinehart, Winston.
Try the American Book Company Dandy Dog Program combining sound with pictures

PROBLEM TYPE III

Decoding Process Perceptual Disability (Visual and/or Auditory)

Observable Characteristics:

Does not understand what he hears.
Poor receptive vocabulary.
Cannot carry out directions.
Cannot identify sounds correctly.
Does not enjoy pictures or books.
Does not comprehend what he reads.
Cannot describe what is happening in the picture. May only be able to label objects.
Cannot categorize pictures.

Techniques to try:

Use short, one concept phrases in speaking and in writing.
Ask short questions
Use Experience Charts in reading.
Give visual clue, gestures, and sound when introducing vocabulary.
Use as many combinations of visual-auditory as possible.
Start with gross differences in sound and in sight.
Dictate short brief items.
Work with colors, give them as crutch when possible.
Accept labeling and encourage combining labeling with description. (Look at the ball - label it round, red, plaything, etc. Give child alternatives.)

PROBLEM TYPE IV

Associative Process Perceptual Disability (Auditory and/or Visual)

Observable Characteristics:

Poor concept verbalization.
No apparent abstract reasoning.
Concrete thinking.
Will raise hand but give foolish answer.
Is slow to respond - needs time to mull over question.

Does not comprehend directions.
Has never enjoyed being read to.
Cannot handle primary workbook tasks.
Concept formation poor on tests.
Fails in comprehension items.
Cannot tell a story from pictures.

Techniques to try:
Ask one concept question and accept concrete answers.
Supply more abstractions by manipulating the environment.
Give ample time for response.
Ask the question or write it and allow child to return to seat and work out.
Permit child to say and trace correct responses before asking him to perform.
Add sight cue and auditory cue to request for performance.
Assure success by giving answers, priming when necessary.
Use Frostig activities which call for identifying similarities.
Categorize or classify objects.
Use Continental Press materials.
Short objects, pictures by use, shape, size, color.
Add incongruities to pictures, have him identify.
See-quees Story cards.

PROBLEM TYPE V

Encoding Process Perceptual Disability (does not express ideas in words or gestures) either vocal or motor.

Observable Characteristics:
Shy, seldom talks in class.
Responds with one-word answers.
May talk a lot, but expresses few ideas.
Poor at Simon Says when words are omitted.
Poor at Charade-type games,
Seldom communicates with gestures.
Handwriting, drawing is very poor.

Techniques to try:
Provide opportunity and time for oral responses.
Show and tell may require much help from teacher.
Try visual cues to help child describe events.
Encourage oral reports.
Practice sentence speaking
Give definitions.
Discussions.
Ask child to describe motor acts.
Encourage imitation of teacher.
Use tracing, copying, color books.
Work with Kephart's exercises
Encourage swimming, baseball, volleyball, tetherball, etc.

PROBLEM TYPE VI

Auditory-Vocal-Automatic Perceptual Disability (Does not learn automatically from hearing language structure over and over)

Observable Characteristics:

- Mispronounces words commonly used.
- Does not use correct plural endings for such words as mouse, man, etc.
- Does not use correct verb endings for past and progressive tenses.
- Makes Grammatical or syntactical errors unlike those at home.
- May have related automatic disabilities in concepts of time and space, or in sound blending.

Techniques to try:

- Imitation.
- Records to hear and memorize - pantomine.
- Visual cues.
- Work on sight vocabulary.
- Encourage child to do tracing dot books to develop visual closure abilities.
- Choral reading or speaking.
- Use of Language Master.
- Use Haffner-Slobodian Program.
- Use Hegge-Kirk-Kirk Program.
- Use Rheem-Califone Program.
- Try incomplete sentences.

PROBLEM TYPE VII

Sequencing Perceptual Disability (cannot remember sequences of non-meaningful stimuli)

Observable Characteristics:

- Can't remember what he hears.
- Doesn't know alphabet by heart.
- Can't count.
- Can't memorize multiplication tables.
- May not be able to memorize.
- May not know his address, telephone number, etc.
- Can't remember instructions.
- Misspells own name after practice.
- Can't write alphabet, numbers, addition and subtraction facts, or multiplication tables.
- May recognize a word one day and not the next.

Techniques to Try:

- Let child use visual cues.
- Have him write as he memorizes.
- Use short one-concept sentences.
- Use visual aids.
- Couple with auditory cues.
- Encourage tracing.
- Use flash cards to trace.

Try games entailing memorizing list.
Teach words in series.
Use simple finger plays.
Try Language Master Program.
Repeat sentences verbatim
See-Quees pictures.
Copy sequences of beads and blocks similar to those in Peabody Kit.
Reproduce patterns.
Solve mazes.
Join dots to make patterns.
Teach typing.

Modified from Psychoeducational Diagnosis - a Derivative of Classroom Behavior.
Jeanne McRaie McCarthy, PhD.,
Community Consolidated School District 54, Hoffman Estates, Illinois,
paper presented at the National Catholic Education Association
Annual Meeting, April, 1966, Kennedy School, Palos, Illinois.

10-27-67 June Slobodian, Herbert Haffner

SCORE SHEET

| | | YES | NO |
|---|---|---|---|
| 1. | Has knowledge of parts of body in relationship to other objects | ____ | ____ |
| 2. | Knows left from right<br>Crosses Midline | ____ | ____ |
| 3. | Use hand-eye coordination (Good) (Fair) (Poor) | ____ | ____ |
| 4. | Has finger identification, sensitivity | ____ | ____ |
| 5. | Is able to identify shapes regardless of size; i.e. constancy | ____ | ____ |
| 6. | Can match exact configeration | ____ | ____ |
| 7. | Can motor plan | ____ | ____ |
| 8. | Has figure ground perceptual ability | ____ | ____ |
| 9. | Has ability for abstract motor planning | ____ | ____ |
| 10. | Has ability to copy | ____ | ____ |
| 11. | Has ability to discriminate distance and react to same | ____ | ____ |
| 12. | Eyes focus<br>Act as a team | ____ | ____ |
| 13. | Has figure ground perceptual ability<br>Can see parts<br>Can see whole | ____<br>____<br>____ | ____<br>____<br>____ |
| 14. | Uses eyes as a team | ____ | ____ |
| 15. | Has tactile-kinesthetic awareness | ____ | ____ |
| 16. | Has sense of balance | ____ | ____ |
| 17. | Can cross midline | ____ | ____ |
| 18. | Can reproduce form from memory | ____ | ____ |
| 19. | Motor skill coordinated | ____ | ____ |
| 20. | Has locational and relationship skills | ____ | ____ |

## TYPES OF LEARNING DISABILITIES

AUDITORY PERCEPTION: Child does not understand the significance of what is heard. He cannot learn through being told.

### CLASSROOM BEHAVIOR

1. Child displays difficulty sounding out words.
2. Difficulty understanding oral presentations.
3. Cannot carry out directions.
4. Cannot identify sounds correctly.
5. Seems not to listen or understand.
6. Can follow directions better after he has been shown rather than told.

AUDITORY-VOCAL ASSOCIATION: Child is unable to relate spoken words in a meaningful way - - - does not manipulate linguistic symbols internally.

### CLASSROOM BEHAVIOR

1. Child cannot relate concepts presented orally.
2. Cannot produce a word orally which is associated in a meaningful way with a given word.
3. Low score on Similarities Sub-test of WISC.
4. Has problems with abstract reasoning.
5. Thinking quite concrete - - cannot find and evaluate alternative solutions to a problem.
6. Will raise his hand but give foolish answers.
7. Is very slow to respond. Needs a time to mull over a question.
8. Does not comprehend directions.
9. Has never enjoyed being read to.
10. Child may have difficulty learning to classify or catergorize concepts.

VERBAL EXPRESSION: Child has difficulty expressing himself in words.

CLASSROOM BEHAVIOR

1. Shy, seldom talks in class.
2. Responds with one-word answers.
3. May talk a lot, but expresses few good ideas.
4. Poor command of language - poor vocabulary.
5. May use small words incorrectly.
6. May get the sequence of words in wrong places.

AUDITORY SEQUENTIAL MEMORY: Cannot correctly repeat a sequence of symbols heard.

CLASSROOM BEHAVIOR

1. Can't remember what he hears - - can't repeat it.
2. Does not know alphabet by heart.
3. Can not count.
4. Can't memorize multiplication tables.
5. May not be able to memorize First Communion prayers.
6. May not know his address, telephone number.
7. Can't remember instructions.
8. Child may have difficulty attending to details of auditory stimuli.

AUDITORY-VOCAL AUTOMATIC: Child cannot make use of the redundancies of oral language to acquire automatice habits for handling syntax and grammatic inflections - - he does not learn automatically from hearing the language structure over and over. He can't predict future linguistic events from past experience. This is called automatic because it is usually done without conscious effort.

CLASSROOM BEHAVIOR

1. Mispronounces words commonly used.
2. Does not use correct plural endings for such words as mouse, man, etc.
3. Does not use correct verb endings for past and progressive tenses.
4. Makes grammatical or syntactial errors which do not reflect those of his parents.
5. May have related automatic disabilities in concepts of time and space or in sound-blending.

VISUAL RECEPTION: Child does not understand the significance of what is seen, cannot comprehend pictures and/or written words.

CLASSROOM BEHAVIOR

1. Displays weakness in distinguishing likenesses and differences in letters, etc.
2. May have trouble in silent reading comprehension.
3. May pass an oral test and fail a written test.
4. Performs poorly in artwork, grapho-motor exercises.
5. Poor fine motor coordination.
6. Reversals of B D P Q U N when writing beyond age 7 or 8.
7. May have vision problems.
8. Does not enjoy pictures or books.
9. Does not understand what he reads.
10. Cannot describe what is happening in a picture. May only be able to label objects.
11. Cannot categorize pictures.

VISUAL-MOTOR ASSOCIATION: Child cannot relate concepts visually or respond with meaning to visual stimuli. Cannot see a total situation based on his visual comprehension.

CLASSROOM BEHAVIOR

1. Cannot handle primary workbook tasks.
2. Concept formation is poor on standardized tests.
3. Cannot comprehend what he reads.
4. Cannot tell a story from pictures. All he can do is to label objects in the picture.
5. Child cannot classify or categorize visual concepts.

MOTOR EXPRESSION: Child cannot express ideas manually or in gestures.

CLASSROOM BEHAVIOR

1. Mixed laterality - may use both right and left hand - or right eye, left hand, etc.
2. Poor motor coordination.
3. Hyperactive, short attention span, perservation.
4. Poor handwriting, artwork, drawing.
5. Poor at "Simon Says" when words are omitted.
6. Has trouble imitating other children in games.
7. Poor at "Charade" type games.
8. Seldom communicates with gestures.
9. Has difficulty drawing geometric figures.

VISUAL-MOTOR SEQUENTIAL MEMORY: Child cannot correctly reproduce a sequence of pictures or geometric designs previously seen.

## CLASSROOM BEHAVIOR

BEST COPY AVAILABLE

1. May misspell even own name after adequate practice.
2. Can't write alphabet, numbers, addition and subtraction facts or multiplication facts.
3. May recognize a word one day and not the next.
4. May recognize the word but is unable to write it correctly.
5. May overlook important visual details.
6. Unable to write a very short simple sentence from memory.

LIMITATIONS IN JUDGMENT AND REASONING: Child does not perceive logical relationships, discriminate, or analyze and synthesize well. Verbal and non-verbal reasoning are involved.

Sample Test Items - A. Verbal Reasoning: Child responds to question such as, "What do we do with our mouth?" or tells what is silly about such statements as, "A purple cow walked down the street."

B. Non-Verbal Reasoning: Child is asked to compare sizes of sticks discriminate similar shapes, complete simple puzzle.

GENERAL COMPREHENSION: Child cannot conceptualize and integrate components into a meaningful total relationship.

Sample Test Item: Child answers questions such as "What must you do when you're hungry?" or "The turtle is slow, the rabbit is _____."

VISUAL-MOTOR ABILITY: Child demonstrates poor manual dexterity, poor eye-hand coordination, inadequate perception of spatial relations.

Test Items: Child builds towers of blocks, reproduces geometric designs, completes mazes.

LIMITATIONS IN ARITHMETIC REASONING: Child cannot make appropriate numerical associations or deal with mental abstractions in everyday experiences and in problem solving situations.

Sample Test Item: Child hands examiner specified number of objects, tells how much change would be left when a certain amount is spent.

LIMITATIONS IN MEMORY AND CONCENTRATION: Child shows poor memory for both auditory and visual materials. His attention span may also be poor. Child may have difficulty attending to detail or concentrating. He is likely to be distractible and confused by over stimulation.

Sample Test Item: Child watches examiner hide small toy under one of three boxes - - after short delay he must find it. Child may be asked to repeat long sentences, series of digits, etc.

LIMITATIONS IN VOCABULARY AND VERBAL FLUENCY: Child has poor vocabulary, uses words incorrectly. Verbal expression is limited and child has difficulty comprehending verbal relations.

Sample Test Item: Child is shown pictures of common objects, asked to name them. Child is asked to define words - - from concrete to abstract (umbrella - - justice.)

IN DIAGNOSING CHILDREN'S DISABILITIES BE SURE TO CONSIDER:

1. Decoding - understanding what is seen, what is heard.
2. Association - manipulating concepts to form new ideas. Seeing relationships between two objects (Similarities on WISC)
3. Memory functioning - auditory and visual.
4. Automatic closure - accidental non-purposeful acquisition of the subtleties of the environment - language patterns kids learn without conscious awareness. Errors in time and distance concepts, difficulty in blending non-meaningful sound elements into a meaningful whole.
5. Encoding - expression - vocal and motor.

PSYCHOEDUCATIONAL EVALUATION

| ABILITY | SUBTESTS WHICH PROVIDE INFORMATION |
|---|---|
| 1. Conceptual | WISC (Arith., Similarities, Information)<br>ITPA (Auditory-Vocal Association) |
| 2. Visual Perception | WISC (Picture Arrangement, Picture Completion, Block Design, Object Assembly, Mazes)<br>Frostig Test: (ITPA (Visual-Motor Association) |
| 3. Auditory Perception | Wepman Test of Auditory Discrimination<br>ITPA (Auditory Decoding) |
| 4. Language | |
| a) Receptive | Peabody Picture Vocabulary Test<br>ITPA (Visual Decoding) |
| b) Expressive | WISC (Information, Similarities, Vocabulary, Comprehension)<br>ITPA (Vocal Encoding, Auditory-Vocal Automatic) |
| c) Associative | WISC (Information, Similarities)<br>ITPA (Auditory-Vocal Association) |
| 5. Memory Functioning | |
| a) Immediate | WISC (Digit Span)<br>Frostig<br>ITPA (Auditory-Vocal Sequential, Visual-motor Sequencing) |
| b) Remote or Delayed | WISC (Information, Similarities, Vocabulary) |
| 6. Motor | WISC (Coding, Mazes)<br>Frostig<br>ITPA (Motor-Encoding, Visual-Motor Sequence |
| 7. Organization and Efficiency | WISC (Picture Arrangement, Mazes,<br>ITPA (Visual-Motor Sequencing) |

Tests are useful not so much because they yield scores and measures as beacuse they permit us to systematically study the way a child operates as a person and a learner. They help us to judge what educational goals may reasonably be set for the child, how to plan and pace the learning experiences which will help the child to learn most efficiently.

The psychologist's role in psychoeducational evaluation is to assist the teacher in planning an instructional sequence for the child which will develop his abilities and help him overcome, or compensate for, his disabilities. The standardized psychological test situation traditionally provides the context within which the psychologist observes and studies the child's behavior. In order to tap a broad range of functions, a variety of instruments are generally used in evaluating the child with learning disabilities. This procedure permits the psychologist to analyze discrepancies among scores and to make hypotheses regarding the causation of the child's learning problems on such an analysis. A more productive method of utilizing the information obtained from a battery of psychological tests is to group the various tests and subtests along the ability and performance dimensions most significant for school learning.

The psychologist can then state what behavior the child has acquired and what specific skills he must learn. The psychologist is primarily interested in studying the child's approach to new learning tasks, his reaction in the face of difficulty, and the extent to which he has developed efficiency and flexibility in problem solving situations. Thus, the abilities listed are more important than the particular tests used to assess them. Several other areas of functioning should also be considered very carefully, social and personality development are most important too. While the amount of information we can gather on a child is more or less infinite, not all of it falls within the scope of what is directly relevant to a classroom teacher.

Classroom teachers can identify the behaviors which the child needs to learn and also which ones are already included in his repertoire. The essential point to be recognized is that the teacher is able to observe the child over a period of time, and thus can detect abrupt or gradual shifts in his pattern of behavior. Without firsthand observational data from the teacher, the psychologist's interpretation of test results becomes merely a series of educated guesses and her recommendations only an idealized list of suggestions unrelated to the reality of the classroom situation.

## EFFECTIVE EDUCATIONAL PLANNING ON THREE KINDS OF INFORMATION

1. All we know about the child.
2. All we know about the subject matter or behavior which the child is to learn.
3. All we know about methods and materials which will help the child to learn the desired behavior or subject matter content.

Contributed by: Opal Wilk

## TEACHER SKILLS FOR OBSERVATION

(DIAGNOSIS)

DIAGNOSIS DEFINED:

To distinguish, to know, the art or act of recognizing the presence of a disease from its symptoms and deciding as to its character.

Determination of a type or condition through which one works as in a case or specimen study.

Conclusion arrived at through critical perception or study. Keen understanding of appearances.

Determining by characteristics to what group a thing may belong.

WHICH DEFINITION SHALL WE APPLY TO CHILDREN?

WHICH DEFINITION WILL YOU CHOOSE?

INTELLIGENCE INVOLVES:

1. Sensory-motor functions
2. Visual Perception
3. Auditory Perception
4. Memory functions - (short and long term)
5. Associative abilities
6. Expressive language (out-put)
7. Receptive language (in-put)
8. Cognitive abilities

## STANFORD-BINET TEST MEASURES:

RECEPTIVE LANGUAGE

EXPRESSIVE LANGUAGE

MEMORY FUNCTIONING - (Short and long term) (Meaningful memory)

1. Naming objects from memory
2. Memory for sentences
3. Three commissions
4. Memory for stories
5. Repeating thoughts of a passage

Non-Meaningful Memory - repeating 2 digits, 3 digits, 5 digits

VISUAL MEMORY FUNCTIONING - Picture memory, memory for design, copying a bead chain from memory.

VISUAL-MOTOR FUNCTIONING - Copying a circle, a square, a diamond, etc. drawing a vertical line, picture completion, paper folding, maze tracing, papercutting.

CONCEPTUAL THINKING

- Opposite analogies
- Differences
- Similarities
- Similarities and differences
- Essential differences
- Essential similarities

NON-VERBAL REASONING

- Delayed responses
- Discrimination of animal pictures
- Sorting objects
- Comparison of sticks
- Comparison of other objects
- Pictorial similarities and differences
- Mutilated pictures
- Directional orientation

VERBAL REASONING

- Verbal absurdities
- Problems of fact
- Reasoning
- Finding reasons

NUMERICAL REASONING

- Number concepts
- Block counting
- Induction
- Arithmetical reasoning
- Problem solving

SOCIAL INTELLIGENCE

Obeying simple commands
Responses to pictures with social situations
Aesthetic comparisons
Picture absurdities
Naming the days of the week
Problem situations
Finding reasons

WECHSLER INTELLIGENCE SCALE

| VERBAL TESTS | PERFORMANCE TESTS |
|---|---|
| 1. Information | 1. Picture completion |
| 2. Comprehension | 2. Picture arrangement |
| 3. Similarities | 3. Block Design |
| 4. Arithmetic | 4. Object Assembly |
| 5. Vocabulary | 5. Coding |
| 6. Digit Span | 6. Mazes |

SUB-TESTS MEASURING CONCEPT FORMATION SKILLS:

1. Comprehension
2. Similarities (If scaled scores total 30 this is "Average")
3. Vocabulary

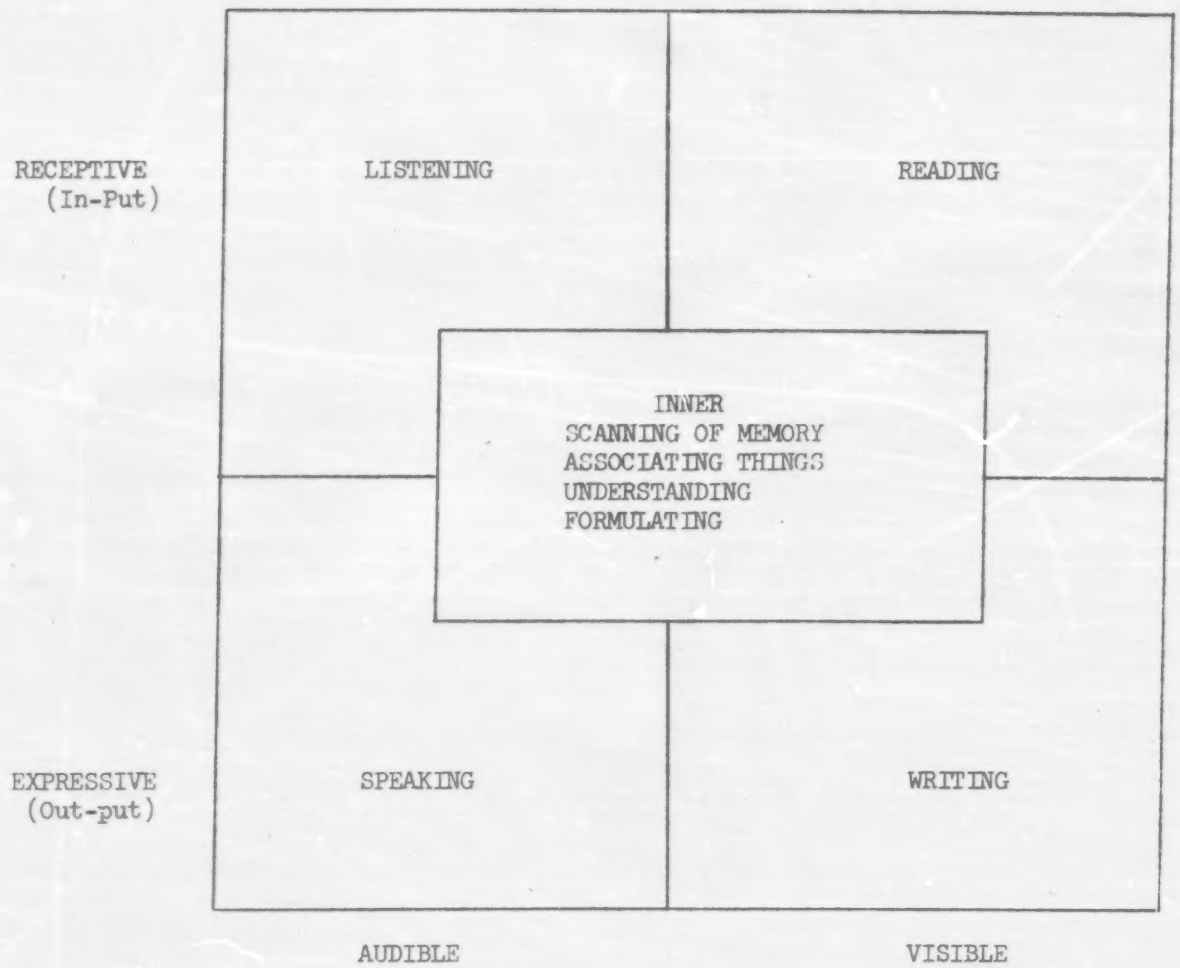
SUB-TESTS MEASURING SPATIAL SKILLS:

1. Picture Completion
2. Block Design (If scaled scores total 30 this is "Average")
3. Object Assembly

SUB-TESTS MEASURING SEQUENCING SKILLS:

1. Digit Span
2. Picture Arrangement
3. Coding (If scaled scores total 30 this is "Average")

VERBAL LANGUAGE



## SKILLS FOR OBSERVATION
(Diagnosis)

TEACHERS CAN:

1. Identify general characteristics of the special needs of children.
2. Determine the individual differences of students.
3. State PERFORMANCE OBJECTIVES for students. (Goals)
4. Performance objectives stated help the teacher administer, etc., do these things:

    a. Plan instuction.
    b. Select instuctionsl methods.
    c. Select, develop, or purchase suitable media and materials.
    d. Be accountable.

5. Performance objectives help the student to understand these things:

    a. What is to be learned.
    b. How it is to be learned.
    c. Why it is to be learned.
    d. What is expected of the student.

PERFORMANCE OBJECTIVE DEFINED: is a statement which describes the performance of the student that is expected to result from the learning experience. This performance indicates the attainment of a skill, knowledge, or attitude and serves as evidence that the desired learning has taken place.

6. Evaluate - we can measure the progress of the student through tests and other methods of evaluation.
   Evaluate the media to determine if it has been effective.
   Did learning occur?
   How much can we expect the student to retain?
   Was the learning experience really meaningful?

# SPECIALIZED DIAGNOSTIC INSTRUMENTS

# Introduction, Administration and Scoring Instructions

This manual is one unit of the set of materials which comprise the *Peabody Individual Achievement Test (PIAT).* Included in Part I is a statement of the purpose of the instrument, a listing of the test materials, and instructions on how to administer and score the measure. Part II describes the PIAT and its development. The standardization process is presented in Part III. Part IV contains the technical data on norms development, reliability and validity. Finally, the characteristic and potential uses of the PIAT are discussed in Part V. The norm tables are located in the appendices.

## Purpose

The purpose of the PIAT is to provide a wide-range, screening measure of achievement in the areas of mathematics, reading, spelling, and general information. When an overview of the scholastic attainment of a person is needed, PIAT scores will be directly useful. Where a more intensive study of an individual is required, these results can assist the examiner in selecting the appropriate diagnostic instrument(s) for a particular subject matter, or the more precise measure at a particular level of achievement. It is an individually-administered instrument for use by a variety of professional persons working in a variety of settings — including schools, institutions, industry, and community agencies — who need to screen for the general level of school achievement of children, adolescents, or adults.

## Test Materials

The PIAT test materials include the following:

1. Two *volumes of test plates* which are labelled below, that contain the demonstration and training exercises, and test items, plus most of the instructions for the administration of the five subtests:

*Volume I*
- Subtest 1: Mathematics
- Subtest 2: Reading Recognition

*Volume II*
- Subtest 3: Reading Comprehension
- Subtest 4: Spelling
- Subtest 5: General Information

2. A packet of *Individual Record Booklets.* Besides providing space for recording and scoring responses to each of the five subtests, each booklet includes a profile. The stimulus materials to be read by the examiner in administering the Spelling subtest will also be found in the booklet.

American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota

Key Math Diagnostic Arithmetic Test

## Purpose

KeyMath is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. All materials are conveniently incorporated into the Easel-Kit®: the manual, the test items, and the Diagnostic Record. KeyMath test items are divided into 14 subtests organized into three major areas — Content, Operations, and Applications:

| CONTENT | OPERATIONS | APPLICATIONS |
|---|---|---|
| A. Numeration | D. Addition | J. Word Problems |
| B. Fractions | E. Subtraction | K. Missing Elements |
| C. Geometry and Symbols | F. Multiplication | L. Money |
| | G. Division | M. Measurement |
| | H. Mental Computation | N. Time |
| | I. Numerical Reasoning | |

KeyMath is designed to provide four levels of diagnostic information. Each succeeding level provides more specific information about the subject's performance. By identifying the individual's strengths and weaknesses, a foundation is laid for tailoring an appropriate instructional program. The four levels of diagnostic information provided by KeyMath are:

LEVEL 1 — TOTAL TEST PERFORMANCE. General placement information is provided through a grade equivalent score based on the subject's total test performance.

LEVEL 2 — AREA PERFORMANCE. A general pattern is identified according to the subject's performance in the three mathematics areas of Content, Operations, and Applications.

LEVEL 3 — SUBTEST PERFORMANCE. A profile depicts the subject's relative performance in 14 subtests. The subject's strengths and weaknesses across these subtests can be observed.

LEVEL 4 — ITEM PERFORMANCE. Attention is focused on the subject's performance on each item. A description of the skill sampled by each item is included in Appendix A. This focus on the content of individual items provides the examiner with a criterion-referenced scale.

Although KeyMath will be used primarily in preschool through grade six, there is no upper limit for individual clinical and remedial use.

American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota

Slosson Intelligence Test
for Children and Adults

This Short Intelligence Test (SIT) has proved to be useful as an individual screening instrument for both children and adults. The test has been made for the use of school teachers, principals, psychometrists, psychologists, guidance counselors, social workers, school nurses and other responsible persons who, in their professional work, often need to evaluate an individual's mental ability.

There is a serious shortage of workers in so many areas of guidance. It is hoped that this test, through its brevity and ease of administration, will enable more children and adults to receive the benefits of individual testing.

Slosson Oral Reading Test

Takes about 3 minutes to give and to score.

## SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Keep this test in safe drawer or file.

*This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.*

*A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.*

Slosson Educational Publications, 140 Pine Street, East
Aurora, New York

Pupil Rating Scale Screening
for Learning Disabilities
Myklebust

**TO THE TEACHER**

Some children have deficits in learning which distinguish them from others in their class. The Pupil Rating Scale was developed so that these children can be effectively identified.

Your are to rate each child in five *behavioral areas*, all of which are related to success in learning: *Auditory Comprehension, Spoken Language, Orientation, Motor Coordination,* and *Personal-Social Behavior.* The ratings are made on a five-point scale. A rating of 3 is average, ratings of 1 or 2 are below average, and ratings of 4 or 5 are above average. A rating of 1 is the lowest and a rating of 5 is the highest that can be given. Indicate your rating by circling the number that represents your judgment of the child's level of function. When making your evaluation, rate only one area of behavior at a time and bear in mind that a child may be learning well in some respects but not in others.

The purpose of the Pupil Rating Scale is to identify those children who have learning disabilities. It should not be used as an indicator of inferior potential nor of lack of opportunity to learn. It is important, therefore, that your ratings be made only on the basis of the items listed on the Scale.

Other precautions are that you have extensive opportunity for observing the child and that you carefully study the Manual before you make your ratings.

Grune and Stratton, New York

Preschool Inventory

## WHAT IS THE PRESCHOOL INVENTORY?

The Preschool Inventory is a brief assessment and screening procedure designed for individual use with children in the age range of three-to-six years. It was developed to give a measure of achievement in areas regarded as necessary for success in school. The Inventory is by no means culture free; in fact, one aim in its development was to provide educators with an instrument that would permit them to highlight the degree of disadvantage which a child from a deprived background has at the time of entering school so that any observed deficits might be reduced or eliminated. Another goal was to develop an instrument that was sensitive to experience and could thus be used to demonstrate changes associated with educational intervention.

Cooperative Tests and Services, Educational
Testing Services, Princeton, New Jersey

## SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY

There are three sets of Screening Tests to detect symptoms of possible SPECIFIC LANGUAGE DISABILITY in average and above-average children in the primary grades:

Grade I and Beginning Grade II

These tests are planned for use after children have had at least five months of First Grade experience, and in beginning Second Grade. Other tests are used at the beginning of the First Grade to detect SLD before academic work is introduced.

Grade II and Beginning Grade III

These tests are for use in the second half of the Second Grade and beginning Third Grade.

Grade III and Grade IV

These tests are for use in the second half of the Third Grade and in the Fourth Grade.

Specific Language Disability as used here refers to children of average to high intelligence whose difficulties in reading, spelling, handwriting, written and sometimes oral expression interfere with academic achievement, often causing complete failure.

### The Purpose of the Tests

The purpose of the Screening Tests is to screen from among a group of children those with potential language difficulties and those with already present specific language disabilities who are in need of special attention at the moment.

For prevention rather than future remediation needs, the Tests aid in identifying children whose specific language difficulties may continue beyond periods of developmental or maturational lags and may eventually become persisting specific language disabilities. Early patterning through sensory channels serving language can minimize the effects of neurophysiological dysfunctioning — not to be confused with neurological impairment or damage.

Education Publishing Service, Cambridge, Mass.

# Basic Concept Inventory
Engelman

The Basic Concept Inventory is a broad checklist of basic concepts that are involved in new learning situations in the first grade. In a limited way, the Inventory reveals whether a child is familiar with those basic concepts (such as the concept not) used in explanations and instructions. It shows whether he is familiar with conventional statements and whether he can understand them. And it shows whether he can perceive the similarity of elements sequenced in a pattern — presumably an indication of whether he will be able to perceive other patterns when a teacher presents them in demonstrating a new concept.

The Basic Concept Inventory is not, however, a complete checklist. It does not indicate whether a child knows colors, can list vehicles, or is able to count. Rather, the Inventory attempts to provide information about skills that are perhaps more basic, less likely to be taught, and less likely to be noticed and diagnosed by the teacher. The teacher may notice that a particular child is unresponsive in a new learning situation, but she may not know why. She may think that the child has an overall problem, whereas his problems are probably quite specific. The Inventory is designed to show what some of these difficulties are so that the teacher will be able to help the child acquire the skills necessary to succeed in tasks presented in the formal learning context.

## For Whom?

The Basic Concept Inventory is designed for children who are preparing for beginning academic tasks. It is primarily intended for culturally disadvantaged preschool and kindergarten children, slow learners, emotionally disturbed children, and mentally retarded children. It may be given to children as old as ten, but it is primarily designed for younger children.

## Who Should Administer the Inventory?

The Inventory can be administered either by a trained examiner or by the classroom teacher. When the results of the Inventory are to be used qualitatively as the basis for remedial instruction, the teacher will probably gain a great deal of insight from administering the test. She will see what the children's deficiencies are in a more graphic manner than she would if the results were presented to her in a summary fashion. However, if the Inventory is used diagnostically as the basis for special treatment or special placement of individual children, a trained examiner should administer the Inventory.

## What Does the Inventory Do?

The Inventory has two major functions: (1) to evaluate the instruction in certain beginning, academically-related concepts a group of children has received; and (2) to evaluate the instruction given an individual child.

A secondary function of the Inventory is to indicate roughly how children should be placed in small, homogeneous groups on the basis of Inventory scores.

In its major role, the Inventory tells the teacher some of the skills she should teach a group of children or an individual child if performance is to be brought up to a desired standard. The emphasis is not on scores or the rank of a child, but on the specific concepts that must be taught.

Follett, Educational Corporation, Chicago, Illinois

## Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test is designed to provide an estimate of a subject's *verbal intelligence* through measuring his hearing vocabulary. Justification for this procedure is discussed later under "validity."

The test has wide utility as a clinical tool. Besides being effective with average subjects, it has special value with certain other groups. Since subjects are not required to read, the scale is especially fair for non-readers and remedial reading cases. Since responses are non-oral, it is made appropriate for the speech impaired (especially the expressive aphasic and stutterer), and has advantages with certain autistic, withdrawn, and psychotic persons by reducing the tensions of the testing situation. Since neither a pointing nor oral response is essential, cerebral palsied persons are less handicapped in the testing situation. Since the illustrations are clean, bold, line drawings, most partially seeing persons are not seriously penalized by the test. With the drawings free of fine detail and figure-ground problems, the test is apparently appropriate for at least some perceptually impaired persons. Thus the scale may be given to any English speaking resident of the United States between 2 years 6 months and 18 years who is able to hear words, see the drawings, and has the facility to indicate "yes" and "no" in a manner which communicates.

The PPVT has a number of advantages. Among these are the following: (1) the test has high interest value and therefore is a good rapport establisher; (2) extensive specialized preparation is not needed for its administration; (3) it is quickly given in 10 to 15 minutes; (4) scoring is completely objective and quickly accomplished in one or two minutes; (5) it is completely untimed and thus is a power rather than a speed test; (6) no oral response is required; (7) alternate forms of the test are provided to facilitate repeated measures; and (8) the test covers a wide age range.

American Guidance Service, Inc. Publishers
Building, Circle Pines, Minnesota

Psychoeducational Inventory of
Basic Learning Abilities
Valet

## PURPOSE

*A Psychoeducational Inventory of Basic Learning Abilities* has been developed as an aid in the initial evaluation of elementary and junior high pupils with suspected learning disabilities. The *Inventory* has been designed for special education teachers, remedial specialists, educational therapists and consultants, psychologists, and others concerned with the learning problems of children. Its major use is with exceptional children for whom highly specific instruction must be devised.

## RATIONALE

The *Inventory* samples educational tasks from fifty-three basic learning abilities that have been grouped into six major areas of learning: gross motor development, sensory-motor integration, perceptual-motor skills, language development, conceptual skills, and social skills. It is anticipated that the *Inventory* will be used for pupil placement in, or recommendation for, some type of special education class or educational therapy. The basic assumption is that the teacher of children with learning disabilities must begin with an evaluation of major educational tasks as a prerequisite to any meaningful curriculum development or remedial plan. The tasks should always be administered in an individual situation. The *Inventory* is not a standardized instrument and relies entirely on the examiner's subjective judgment and experience regarding the rating to be employed and the nature of the remedial program required. It will be most helpful when used by the teacher in conjunction with a psychoeducational consultant, such as a school psychologist, who can follow up on the *Inventory* with more specialized examinations if needed. For purposes of educational planning, the author's handbook, *The Remediation of Learning Disabilities* (Fearon Publishers), is recommended for specific programming of the basic learning abilities.

Joseph F. Millman, Ed.D., Inc., California

120

Screening Test for Auditory Perception

WHILE there has been considerable recent progress in determining the causes of academic failure, underachieving yet intellectually capable students are still observed daily in classrooms throughout the land. These students manifest their problems in a number of ways, one of which is in the auditory area. Although no hearing loss is demonstrated on an audiometric evaluation, the learning difficulties of some of these students might be attributed to inefficient or underdeveloped auditory-perceptual patterns which affect, in turn, the processing of language.

Because of the close relationship of auditory-perception to language and because of an interest in helping students overcome their learning difficulties this screening test has been developed.

This Screening Test for Auditory Perception, a group test consisting of five parts, is for use by classroom teachers, educational specialists, and other examiners in detecting weaknesses rather than strengths in aural perception. This test is not designed to supplant the services of other professionals who might be required for diagnostic procedures and interpretations. It has been developed to be used specifically as a screening test to assist in identifying children, from grades two through six and in remedial settings, who are not able to do the following:

- to auditorily perceive the difference between long and short vowel sounds;
- to auditorily perceive the difference between initial single consonant sounds and blends;
- to auditorily perceive the difference between a rhyming and nonrhyming word;
- to auditorily retain and identify rhythmic sequences;
- to auditorily perceive subtle differences in paired words.

Academic Therapy Publications, San Rafael, California

- END -